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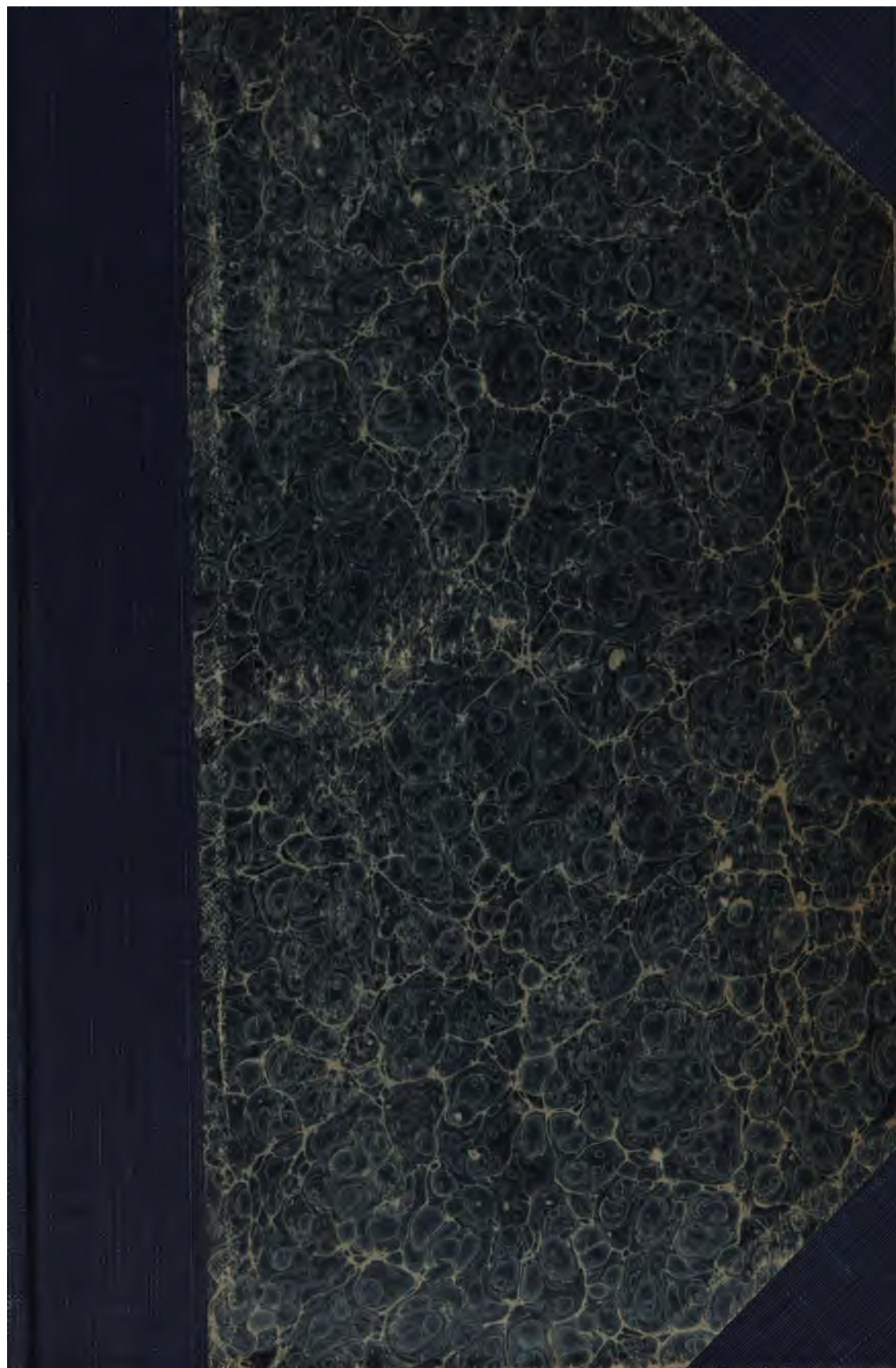
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PROVIDENCE, R. I.

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REPORT

OF THE

SCHOOL COMMITTEE

FOR THE YEAR

1899-1900.

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CENTENNIAL

Celebration of the Establishment of  
the Public Schools.

HISTORICAL ADDRESSES AND REPORTS.







SUPERINTENDENT HORACE S. TARBELL, LL. D.



PROVIDENCE, R. I.

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The Providence Press :  
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УВАЖЛИ  
ГОСПОДИН, ГОСПОЖА ЧЛЕН  
УПРАВЛІННЯ

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# REPORT.

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TO THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE :

It appears to have been the custom heretofore for the Committee on Annual Report to make, to some extent at least, a resumé of the school work for the year, and also to make such criticism and recommendation as appeared to them fit and proper. In making this report your committee have departed from such usual custom and have adopted as their own, the very full and elaborate report of the Superintendent of Schools.

Special attention is called to the address of President Barney delivered at the celebration of the centennial of the establishment of free public schools in the City of Providence, and incorporated in this report, in which address the history of the movement for such schools is set forth in full, as also a description of the schools as established, together with a history of the management and development of them down to the present time.

Special attention is also called to that portion of the report of the Superintendent in which appears the substance of the address delivered by him at the celebration of the centennial, and in which the free schools, from the time of their establishment, the work done therein, and the method of doing the same, are described and contrasted at different periods during the century, with the schools, school work, and method of the present day.

Your committee trust that it will not be improper in this place to call attention to the subject of hygiene in the public schools, it being in their opinion a subject which hitherto has received none too much attention. The matter of expense in the making of hygienic improvements has been permitted to outweigh the value of the health and lives of pupils. The indifference of the public, generally, in matters concerning hygiene, your committee believe can be lessened by the observance of sanitary regulations in the public schools, although they realize that such indifference is, of itself, a great obstacle to the improvement of school hygiene.

It should be borne in mind that impressions made upon the mind in childhood and youth are hardest to eradicate; and that it is, therefore, desirable that good and useful impressions be made, rather than those of an opposite character. If the child is impressed with the desirability of attention to hygiene at school, he will be impressed with its desirability elsewhere and will carry that impression with him and will exert an influence for the better on those around him.

Another point to be borne in mind in relation to school hygiene is that children of school age are far more susceptible to influences which affect health, desirable or otherwise, than are adults.

At the last annual meeting of the Conference of State and Provincial Boards of Health of North America, papers with these titles were read and discussed :

1. "Construction and Ventilation of School Buildings."
2. "What the Legislature of Pennsylvania has Done to Protect the Lives and Health of School Children."

3. "Air Space in Schools; Its Influence on General Health; Its Influence in the Transmission of Disease; Its Influence on Progress of Studies."

4. "Use of Types, Prints and Blackboards in Their Relation to Preservation of Eyesight."

5. "Age at Which Children should be Set to Work in School; Character of the Work; Hours of School Attendance, Consecutively Per Diem."

6. "School Water Supplies, Wells, Public Water Supplies; Relation of School Water to Spread of Contagious Diseases."

7. "School Inspection from a Sanitary Standpoint."

8. "Contagious Diseases; Outbreaks among Children; How Best Dealt With; Detail Methods Adopted; Results."

Now these papers were read and discussed by bright men, for the most part physicians of high standing, from the various states and provinces of North America, — many of them are secretaries of state boards of health.

Reference is here made to the subjects considered by them for two reasons. They indicate the importance that students of state medicine, so called, attach to sanitation and hygiene in public schools. These papers and discussions have been published in full in pamphlet form, and any one interested to read the opinions of many bright progressive men in these matters, may do so by obtaining one of the reports from the Secretary of the State Board of Health of Rhode Island, Dr. Gardner T. Swarts, of Providence.

In regard to conditions in the schools of Providence, attention is called to two subjects :



First, Drinking Water. The water itself is and must be unfiltered city water, unless a system of general filtration is introduced. That, however, does not depend on action of the school department.

Second, The method of drinking the water now is for all the children to use the same cup or a few common cups or glasses. This is an unwholesome, unhygienic and often a dangerous practice, which, moreover, is not necessary.

If Mr. A.'s child has tuberculosis, diphtheria, typhoid fever, scarlet fever or any other communicable disease, he ought not to be in school, but he may be there in the early or late stages of his case. Mr. B.'s child ought not to be obliged or allowed to apply his clean, healthy mouth to a cup that has just been used by the former child. Some cities have already moved in this direction. Providence has not.

The common use of other articles by school children, such as books, slates, sponges or pencils is open to similar criticism, and should be abolished as rapidly and as completely as possible. This subject has been referred to at length in former annual reports, and it is gratifying that a very decided advance has been made in these directions in many of our schools. The greatest care is essential and progress should be constant.

In many of the public schools of Indianapolis, for instance, the common drinking cup has been abolished, and each child has his own cup kept hanging on one of a series of numbered hooks grouped together on the schoolroom wall near the water supply. Each pupil, when thirsty, takes his own cup, uses it and returns it to the same hook. He is taught to rinse his cup in running water and to touch no cup save his own.

The Secretary of the State Board of Health of Indiana is

the writer's authority for asserting that this system is inexpensive, not troublesome and is thus far very satisfactory.

Next, as to the medical inspection of schools. Providence has not yet moved in this direction. The school department is perhaps waiting for the health department to act. Let us not wait too long. It is believed that a daily inspection of all schools is not practicable nor necessary in this city, but there should be a sufficient number of school doctors appointed or employed who shall be available for service in any and all schoolrooms as inspectors, critics and advisors, if they are needed.

Their first work would naturally be to instruct the teachers by lectures and illustrations how to be vigilant and intelligent in detecting the early signs and symptoms of disease, or other conditions that should not be allowed to go on unquestioned in the schoolroom.

Beyond doubt there is much for the school doctor to do, and it is only a matter of time when this fact will be realized and appreciated. It is simply the duty of every one responsible to insure to our school children and teachers the best hygienic and sanitary conditions.

The better and more uniform the health of teacher and pupil, the better will be the results of the city's liberal expenditure of money on her public schools. Much has been done, much may be done in this line.

Respectfully submitted by the Committee on Annual Report.

WM. A. MORGAN,  
WM. R. WHITE,  
CHAS. H. PHILBRICK,  
DENNIS F. McCARTHY.

# REPORT

OF THE

## COMMITTEE ON SUMMER SCHOOLS.

---

TO THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE:

For the past six years there has been conducted in this city during a portion of the months of July and August one or more summer playgrounds or vacation schools, or both.

This philanthropic work has been intended to provide for children between four and fifteen years of age whose homes are in the crowded quarters of the city and who do not enjoy a vacation in the country or at the seashore, but otherwise spend most of their time on the streets, a place where they may play under proper supervision, or, if inclined, may receive instruction along lines differing from those followed in the public schools, and which will help them the better to appreciate their obligations to each other and the state.

The funds necessary to carry on these efforts have been provided by subscriptions, through the Committee on Playgrounds representing the Providence Free Kindergarten Association and kindred organizations.

It was largely due to these same people that kindergarten instruction was introduced into our schools.

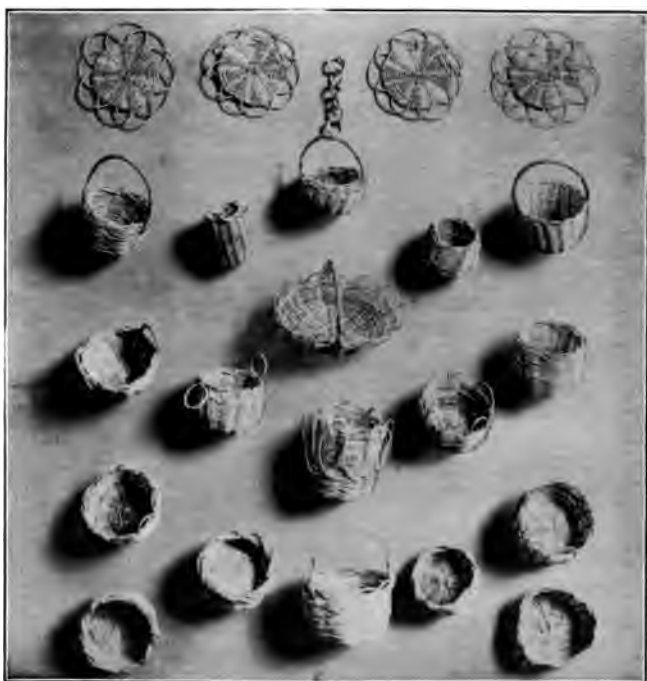
For several years they raised money and conducted kindergarten schools in different parts of the city until their usefulness was duly recognized; and to-day the kindergarten is admitted on all sides to be an indispensable part of the child's education.

In precisely the same manner has the summer school and playground work been conducted, until now it also strongly appeals to the thoughtful friends of education.

Not until the past summer has the School Committee been directly connected with the conduct of these schools and playgrounds, having simply heretofore granted permission for the use of certain school buildings and yards for such purposes.



Vacation Schools—Sketching Class.



Vacation Schools—Basketry.



During the spring of the present year this committee was asked to assume the charge of the work for the summer of 1900; the funds to be provided in the same manner as heretofore.

On May 25, 1900, the following communication was received and resolution adopted at a regular meeting of the School Committee:

MR. CHARLES H. PHILBRICK, *Chairman Committee on Summer Schools:*

DEAR SIR: The Committee on Playgrounds and Vacation Schools respectfully requests your Committee on Summer Schools to take charge of this vacation work during the summer of 1900, at an expense to be met by the fund raised by the former committee for this purpose.

In 1899 one vacation school and outdoor gymnasium of six weeks, and three playgrounds of eight weeks, were conducted by this citizens' committee for about \$1,300.00.

If your committee decides to undertake the work, the committee has at this date \$1,038.52 payable to your order on demand; and the sub-committee on collections believes from its past success that it can secure by July 1st the fifteen hundred dollars specified in your communication of the 28th ult. In addition, the citizens' committee votes your committee the loan of material in storage worth about \$250.00.

Very truly,

H. C. PUTNAM,

*Secretary Committee on Playgrounds and Vacation Schools.*

May 25, 1900.

RESOLVED, That the Committee on Summer Schools is hereby authorized by the School Committee to accept the proposition of the Citizens' Committee on Vacation Schools and Playgrounds, that said Committee on Summer Schools supervise this summer a vacation school and such a number of playgrounds as the funds collected by the Citizens' Committee will warrant the Summer School Committee to establish without entailing any expense upon the finances of the School Committee for their support.

It was urged that the vacation school and playground should form a part of our public school system, and that this body would be convinced of the correctness of this position by becoming more closely identified with them.

Your committee was very fortunate in securing the valuable services; in many cases, of those who had been engaged in the work in former years, and its labors were materially lightened by the intelligent oversight of Superintendent Sidney A. Sherman, and by the co-operation of Dr. Tarbel and the members of the aforesaid Committee on Playgrounds.

We feel that it is hardly necessary to elaborate on the value of the results accomplished during the past season, but desire to place ourselves on record as heartily approving the adoption of similar methods by this Committee at as early a date as is practicable, for we doubt if another line of educational work can be found from which so much of real good is received with the same expense.

We entertain the hope and expectation that in some way the city authorities may provide funds for this promising extension of our school system during the summer of 1901.

The cities of Newark, N. J., Philadelphia and New York already conduct vacation schools and playgrounds at municipal expense, and in many other places its adoption is being seriously considered.

It is estimated that four thousand dollars per annum would cover the entire expense of three vacation schools and a playground or two.

We ask your careful attention to the report of the Superintendent which is appended hereto, and which will appear in printed form as a part of the annual report of this body.

In behalf of the Committee,

CHAS. H. PHILBRICK,  
*Chairman.*

---

#### *REPORT OF SUPERINTENDENT OF SUMMER SCHOOLS AND PLAYGROUNDS.*

TO THE COMMITTEE ON SUMMER SCHOOLS, CHARLES H. PHILBRICK, CHAIRMAN:

During the summer one vacation school has been maintained at the Charles Street Primary School house, an afternoon open-air gymnasium at the same place, and two play-grounds, one at the Willard Avenue, and the other at the Atwell's Avenue Primary School.

The vacation school was open six weeks, from July 16 to August 24. Its sessions were from 8.30 to 12, five days in the week.

Near the close of the school year, in June, descriptive circulars of the school were sent to the principals of the Charles Street School and eleven other schools in the northern section of the city for distribution among their pupils. Three hundred and seventy-five admission tickets and the same number of waiting list tickets were then given out by the teachers to children most needing the help of the vacation school. The names of these children, with residence, age, and grade, were returned by the teachers, and from these data the classification and grading of the school were pre-



pared before the opening day. In this way, time was saved, and the real work begun the first day.

In addition to a kindergarten class and a transition class there were four grades, including ages eight and nine, ten and eleven, twelve and thirteen, and fourteen or over, respectively. Each grade was divided into two classes of about twenty-five each, one of boys and one of girls. The division by sexes was for convenience in gymnastics and manual training, the boys taking woodwork, and the girls sewing.

School opened in the morning with general exercises in the hall, consisting of singing, a talk, or the reading of a story, and the salute to the flag. The classes then passed to their rooms, changing every forty minutes to a different room.

There were four principal lines of work,—nature study, art, manual training and physical culture.

For nature study each child had a small plat in the school garden, situated in the vicinity of the school house, which he planted and cared for under the supervision of the teachers. Many specimens of flowers and plants were also brought to school and studied in class. Insects, frogs and fish were easily kept for study. In addition to these opportunities there was a weekly excursion to the country, park, or seashore, where plants and animals were observed in their natural surroundings, and the children drank in, all unconsciously, Nature's purity and wholesomeness. These excursions were a grand feature of the school; their value was inestimable.

Work in art consisted of drawing and sketching, cardboard construction and clay modeling. The last two were introduced this year for the first time. They both satisfy the child's desire to make things, and are capable of an almost unlimited variation to suit individual needs and tastes. Clay modeling was introduced with some misgivings as to its neatness and healthfulness, but no bad effects were experienced, and its success was such as to recommend it for another year.

Manual training consisted of woodworking for all the boys, basket weaving for a few for a short time, and sewing for the girls. The boys learned the use of the common tools, and made articles, beginning with simple forms, which were an exceedingly creditable exhibit. The basket weaving was taken up only during the last two weeks, and by a few boys; but it proved to be very attractive to the boys, easily learned, and combined the useful and the beautiful in an ideal way. The interest of the boys in these lines was equaled by that of the girls in sewing. They often remained for an hour, and even an hour and a half, after school closed, for the sake of completing work begun.

In physical culture, all the children, both boys and girls, went through simple exercises on the apparatus and engaged in athletic games. The exercises were graded to suit the capacity and the needs of the sexes and of the different ages.

Most satisfactory work was done in all these four lines. The children were always interested, and worked with pleasure, often with eagerness. Their progress was rapid and could be seen from week to week.

The following table shows the daily program :

Time	8.30 to 9	9 to 9.40	9.45 to 10.25	10.30 to 11.10	11.15 to 12
Class	General	<i>Subject</i>	<i>Subject</i>	<i>Subject</i>	<i>Subject</i>
Boys A <sup>1</sup> Girls A <sup>2</sup>	exercise	Drawing Phys. Culture }	Nature Nature	Cons. Design Clay Modeling }	Wood Working Sewing
Boys B <sup>1</sup> Girls B <sup>2</sup>	of	Nature Nature	Cons. Design Clay Modeling }	Wood Working Sewing	Drawing Phys. Culture }
Boys C <sup>1</sup> Girls C <sup>2</sup>	school	Cons. Design Clay Modeling }	Wood Working Sewing	Drawing Phys. Culture }	Nature Nature
Boys D <sup>1</sup> Girls D <sup>2</sup>	in the hall	Wood Working Sewing	Drawing Phys. Culture }	Nature Nature	Cons. Design Clay Modeling }

Drawing alternated with physical culture, the boys having it one day, and the girls the next; the same was true of constructive design and clay modeling.

The average attendance was 215.

The daily attendance was as follows :

July.		July.		July.		Aug.		Aug.		Aug.	
16	223	23	246	30	273	6	257	13	204	20	181
17	239	24	234	31	273	7	251	14	193	21	161
18	225	25	212	Aug. 1	258	8	206	15	209	22	171
19	227	26	Rain. 93	2	255	9	236	16	Rain. 151	23	....
20	180	27	214	3	231	10	211	17	197	24	....

Until the last two weeks there were constant additions, which balanced the losses in membership. It was only necessary to go out on the neighboring streets and offer children an opportunity to attend the school, when they eagerly accepted it. Many, however, were fickle and tired of it after a while, or they were needed at home, were sick, went off on a visit, or obtained work, and so fell out of school. It was not thought best to admit new members during the last two weeks.

Ten regular teachers, besides the principal, were employed. In addition to these there was a secretary, an assistant in woodworking part of the time, and a volunteer assistant in art most of the time.

The teachers were enthusiastic in their work, faithful to its duties, and loyal to the school. They cannot be too highly commended. To this loyal spirit which prevailed is due the decided success achieved by the school this year. The moral influence of the school was not the least valuable part of its worth.

Another year I hope that this school may be continued and two others established, one on Federal Hill and the other at Olneyville. These schools should be upon somewhat different lines from the present one. The work is yet in its infancy, and while the departments established at Charles Street are already on a practical basis, there are others not yet tried here which may prove very valuable. There are great masses of our foreign-born population whose standards of living are very low. Our prosperity and safety as a city and as a nation depend upon the raising of those standards to the American level. I believe that nothing will help bring this about more quickly than the teaching of domestic science in a practical manner to the children. Let us establish a school in which some or all of the following things shall be taught:—cooking and the care of food, the setting of the table, dish washing, sweeping, the care and arrangement of furniture, washing and ironing, bathing and personal hygiene—taught, not from books, but by practice.

In a third school let cooking and garment making be taught, wood and iron work, music, nature study, and physical training. Thus in these three schools we shall be doing a variety of work, and shall be finding out what is best to do, and how to do it best.

The playgrounds were open from 9 to 12 and from 1.30 to 5, six days in the week for seven weeks, July 9 to August 25. The playground was the forerunner of the vacation school. It is an attempt to organize and systematize children's play. It is hence provided with swings, hoops, reins, sand-heaps and trowels, etc., outdoors, and indoors with story and picture books, checkers and card games, sewing, etc. It takes off the street and provides playful activity for large numbers of children, most of whom would be in idleness or mischief, or both.

At Willard Avenue two teachers cared for an average of 133, and at Atwells Avenue three teachers for 160 children each day. At the latter place teeter-boards, vaulting poles, a horizontal bar and jumping standards were provided in addition to the usual material, and a simple but practical bathing apparatus was improvised in the basement, where an average of 45 children were bathed from top to toe daily.

Twice a week classes in sewing and singing were conducted in the school rooms. Classes in drawing were also arranged for, but owing to the illness of the teacher were not carried on. At Willard Avenue a special teacher of gymnastic games also gave voluntary service.

The greatest obstacle to the success of a playground is the lack of control over the children. Their attendance is from the nature of the case voluntary—they come and go as they please. They must be led, and not driven in the slightest degree. Little or no grading is possible with only one teacher out of doors. Often young “toughs,” without or within, do what they can to destroy peace and good order.

It is not too much to say that in the playground *everything* depends upon the personality of the teacher. The strong, sympathetic, resourceful, tactful woman could build up a playground in the street or on an open lot. She is, as it were, a magnetic centre, attracting children about her in orderly and beautiful forms. Such a teacher, continuing from year to year in the same place, becomes a great power for good in the neighborhood, and the playground becomes an *institution*, helping to shape the life of the little community.

The afternoon open air gymnasium conducted at Charles Street was intended for boys of 14 or over who did not attend the morning vacation school. The apparatus used in the school was utilized, base ball was encouraged, and several swimming excursions were made under the director. Notwithstanding the intent of the gymnasium, many of the vacation school boys did attend. The average attendance reported was 73; highest, 110; lowest, 52. The work, while desirable in itself, seems less important than that of the playgrounds for girls and little children, and of the vacation schools. It is a question whether the money would not be more wisely expended for them.

The movement for vacation schools and playgrounds is based upon a real and recognized need; it is spreading; and it has made a good beginning in Providence. The natural surroundings of the city, the favorable attitude of the public, the work already accomplished, the excellent corps of teachers with their already valuable experience, and the improved financial condition of the city, all conspire to give us hope that our vacation schools and playgrounds may be developed into the best in the United States.

Respectfully submitted,

SIDNEY A. SHERMAN,

*Superintendent.*

Nov. 15, 1900.

## APPENDIX.

The apparatus and material, kindly loaned by the Citizens' Playgrounds Committee, consisted of the gymnastic apparatus—ladders, poles, ropes, etc., used at Charles Street; benches and lumber for woodworking, drawing paper, pencils, etc., for art work, and swings, sand-box boards, awning frames and awnings, trowels, hoops, books and papers, some sewing material, and playthings of all sorts, for the playgrounds. These, with the additional material purchased this year, have been carefully packed and stored in the basements of the three schoolhouses occupied.

Thanks are due to Misses Alice W. Sturdy, Elizabeth W. Olney, Annie M. C. Denny, May Revens, and B. M. Luce for volunteer service; to Librarian William E. Foster for the loan of books and pictures from the Public Library; and to Prof. H. C. Bumpus of Brown University and Principal Fred Gowing of the State Normal School for loan of biological apparatus.

CHARLES H. PHILBRICK, TRUSTEE, IN ACCOUNT WITH VACATION SCHOOL  
AND SUMMER PLAYGROUND FUND.

1900.	Dr.	
June 28.	To Amt. received, A. W. Fairchild, Treasurer..	\$1,200 00
July 30.	Cash—Proceeds of Excursion of July 18, 1900..	13 40
Aug. 15.	“ — Proceeds of sundry excursions.....	58 25
24.	“ A. W. Fairchild, Treasurer.....	238 94
24.	“ Proceeds of excursion.....	7 80
27.	“ Through H. C. Putnam for seventh week of playgrounds.....	28 00
Sept. 30.	“ A. W. Fairchild, Treasurer.....	15 00
	Interest on Bank account.....	1 85
Nov. 7.	Cash, A. W. Fairchild, Treasurer.....	15 00
Jan. 10.	“ A. W. Fairchild, Treasurer.....	28 32
		<hr/> \$1,606 56
1900.	Cr.	
July 21.	By cash paid L. M. Walling, expressing.....	\$13 60
21.	“ “ Journal Commerce Co., printing..	9 50
21.	“ “ D. Holmes & Co., plumbing.....	4 00
21.	“ “ J. E. Gray, preparing garden....	3 50
21.	“ “ R. A. Walsh, sand.....	16 50
21.	“ “ W. H. Plympton, carpenter work	25 96
Aug. 14.	“ “ The Shepard Co., awnings.....	3 90
14.	“ “ Barker, Chadsey & Co., hardware	3 75
14.	“ “ M. Kearns, care of garden.....	14 80
14.	“ “ N. T. Cottelle, tuning piano.....	2 00
17.	“ “ For messenger service.....	70

Aug. 18.	By cash paid	Union R. R. Co., excursions.....	\$85 00	
18.	" "	Narragansett Mch. Co., basket ball	4 40	
18.	" "	Snow & Farnham, printing.....	4 75	
18.	" "	James McNiff, rent of garden.....	4 00	
Sept. 22.	" "	H. S. Dorchester, use of hose.....	2 00	
24.	" "	L. M. Walling, expressing.....	5 60	
26.	" "	Narragansett Mch. Co., setting up apparatus.....	11 56	
26.	" "	W. H. Plympton, carpenter work	1 25	
29.	" "	R. A. Walsh, teaming.....	2 00	
29.	" "	Postage Stamps.....	50	
Nov. 7.	" "	S. A. Sherman, Postage Stamps...	2 00	
7.	" "	Frank Holland, cleaning up yard Atwells avenue.....	1 50	
7.	" "	C. F. Pope Co., keys.....	1 64	
7.	" "	C. H. Bullock, expressing.....	1 00	
7.	" "	P. B. Durfee, taking up seats.....	1 32	
7.	" "	A. B. White & Co., rubber stamp	35	
7.	" "	P. B. Durfee, repairs to school furniture.....	7 11	
1901.				
Jan. 14.	By cash paid	P. B. Durfee, coal used.....	28 32	\$262 51
		S. A. Sherman, expense account	52 37	
		A. F. Rose, " "	84 46	
		Aug. Ray, " "	36 55	173 38
		Salary account:		
		Superintendent.....	\$170 00	
		Teachers.....	948 00	
		Janitors.....	52 00	1170 00
		Balance on deposit in Union Trust Co.....		67
				<hr/>
				\$1,606 56

CHARLES H. PHILBRICK,

*Trustee.*

PROVIDENCE, R. I., Jan. 14, 1901.

I have examined the cash account herein contained and compared it with the vouchers and find the same is correct.

WM. P. GOODWIN,

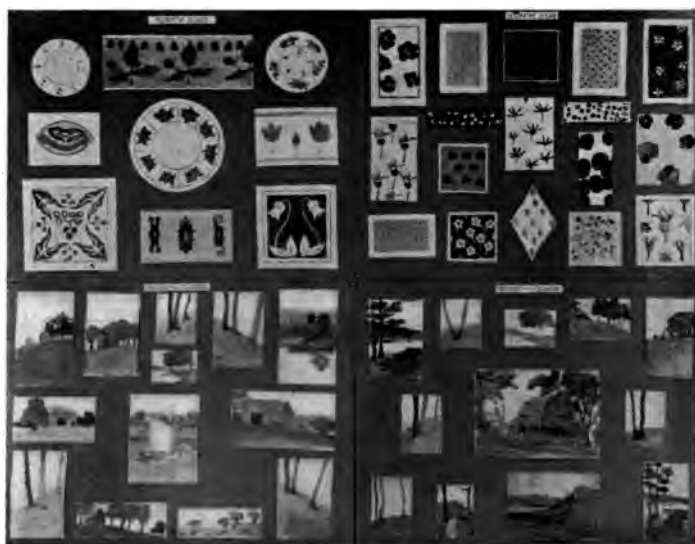
*Auditor.*

## ADDENDA.

Cost of Vacation School for 1900.....	\$1,084 65
Atwells Avenue Playground.....	253 73
Willard Avenue Playground.....	188 06
	<hr/>
	\$1,526 44



Vacation Schools—Manual Training.



Vacation Schools—Outdoor Sketching and Design Work.





# REPORT

OF THE

## SUPERINTENDENT OF SCHOOLS.

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TO THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE:

This city has just celebrated the 100th anniversary of the establishment of free schools, and in anticipation of this event our thoughts have been for some months directed to the dawn of the century.

What was done for the education of the young before the establishment of free schools, the steps taken toward this establishment, and the administration of the schools during the last one hundred years, are set forth in the address of President Barney, which follows this report. He has presented the administration view of the schools from the standpoint of the School Committee. I am to try to show the educational growth of the schools from the point of the teacher.

The order of treatment is closely chronological for the first half century. The latter part of the century now closing is treated in less detail and in the main topically.

At a Town Meeting of the Freemen of the Town of Providence held at the Town House on the 16th day of April, A. D. 1800, it was voted that

“ WHEREAS by an Act of the Honorable General Assembly passed at their February Session A. D. 1800. It becomes the Duty of this Town to provide for the Establishment of Free Schools, and being desirous of forwarding the good purposes of a Law so well calculated to promote the public good; — *It is therefore Voted and Resolved*, that James Burrill Junior, John Corlis, Richard Jackson Junior, John Carlile, Joel Metcalf, William Richmond and John Howland, be and they hereby are appointed a Committee to Devise and Report a plan for carrying the said Act into Effect in this Town.”

This committee reported to a Town meeting held on the 26th day of April, 1800:

"That it will be expedient to open and Establish through the Year, Four Free Schools, one to be kept in Whipple Hall, one in the Brick School House, one in a new School House to be built at the South End, and one in a new School House to be built on the Westside of the River.

"That a Committee or Committees ought to be appointed to build the New School Houses, and that these Houses ought to be of Brick and be built immediately, and that Whipple Hall ought to be repaired.

"That until these Houses can be built, the Town Council should be requested to provide proper plans for the Schools at the South End, and on the West Side.

"That there ought to be four principal Masters appointed at a Salary of Five Hundred Dollars per Annum each, to be paid quarterly, and so many Ushers or Assistants, as the Town Council shall find necessary, at such Salaries as the Council shall allow.

"That so far as related to the Expense, the Town ought to be one School District, and that the Town Council should be requested to decide Accordingly.

"That the Town Council ought to be empowered to appoint, and if need require to suspend and remove the Masters and Ushers, and that the Council be requested immediately to make necessary Arrangements for carrying the System of Free Schools into complete execution and effect.

"That a Tax of four Thousand Dollars ought to be now Ordered, and Assessed and Collected as soon as may be, and that the same and all other Taxes hereafter imposed for like purposes, ought to be paid in Money into the Town Treasury and exclusively appropriated to the erection and support of Free Schools."

May 15, 1800, the Council ordered the erection of two new schoolhouses, each to be fifty by thirty feet and two stories in height, and that the rooms in the second story be finished no further than to have the floors laid. The lower story to be twelve feet in height, the upper eight feet nine inches.

These were to be finished "like the new school house on George Street." The desks were to be double desks with hinged tops.

It is evident that the sixty double desks purchased were to be placed in the lower room and the upper room if used at all was to be used as a recitation room only.

The cost of the houses was to be \$1,930 each. It was finally decided to build them of brick and the contract price was increased to \$2,097.

The "Brick School House," built in 1770, was the building still standing on Meeting Street, near the Friends' Meeting House.

Whipple's Hall stood upon the land now occupied by the Benefit Street schoolhouse, and was so called in honor of Colonel Whipple, the donor of the lot.





The house "in the South End" was on Transit Lane. The lane was widened to forty feet by the addition of sixteen feet taken from the lots and the name was changed to Transit street.

A street, now Claverick Street, was constructed to the new house on the West Side.

On the 14th day of July, 1800, the Council voted that

"WHEREAS in Order for the well regulating Public Schools, about to be established in this Town, such Rules and Regulations as experience has already proved useful for the Government of similar Institutions in other places will be necessary.—

*"It is therefore Voted and Resolved* that Doct. Enos Hitchcock and Tristram Burgess Esquire be, and they are hereby requested to apply to the Select Men of the Town of Boston, or other suitable persons or person, to whom the Regulations of their Public Schools are best known and obtain Copies of the same and such other information respecting the Government of Schools as may be convenient for them to Collect, and make report of their proceedings on their return to this Town.—"

October 11, 1800, the Council voted:

"WHEREAS, it being thought necessary that the Public Schools should be opened, and such measures adopted for their regulation and Government, as may be considered the most useful, and best calculated for the same.—

*"It is therefore Voted and Resolved,* that the Gentlemen composing the School Committee, in addition to this Council, to wit, Messrs. Enos Hitchcock, Stephen Gano, Jonathan Maxcy, Jabez Bowen, William Jones, David L. Barnes, James Burrill Junior, John Carlile, John Howland and Amos M. Atwell be, and they are hereby requested to meet the same on Monday the 13th day of October Instant, at 9 oClock in the morning of said Day at the Council Chamber for the purpose of advising and consulting with this Council relative to said Public Schools.—"

At this joint meeting Rev. Dr. Enos Hitchcock, President Maxcy, Messrs. Joseph Jenckes and Jno. Howland were appointed a committee to draught Rules and Regulations for the Discipline and Government of the schools.

This committee on the 17th of October made the following report:

"The Public Schools being established for the General Benefit of the Community, all Children of both sexes admissible by Law shall be received therein and faithfully instructed without preference or partiality.—

"The System of Instruction shall be uniform in the several Schools, and the pronunciation as near alike as possible, and to this End it shall be the Duty of the several Instructors to have frequent intercourse with each other and agree upon some measure for carrying this important Article into Effect.—

"The good Morals of the Youth being a Matter of the highest Consequence, both to their own Comfort and to their progress in useful Know

edge, they are strictly enjoined to avoid idleness and profaness, falshood and deceitfulness, and every other wicked and disgraceful practice; and to conduct themselves in a sober, orderly and decent manner, both in and out of School.—

“The Schools are statdly to begin and end as follows, from the third Monday in October to the third Monday in April to begin at 9 o'clock A. M. and to continue till Twelve; and at half past one P. M. and to continue till half past 4. From the third Monday in April to the third Monday in October, they are to begin at 8 o'clock A. M. and continue till half past 11, — and at 2 P. M. and continue till 5.

“The Scholars shall be excused from attending the Schools on Saturdays, on Christmas Day, on the 4th of July, on Public Fasts and Thanksgivings, on Tuesday, Wednesday and Thursday of Commencement Week, on the day succeeding each quarterly visitation, on the last Monday in April, and on the Regimental training Day in October.—

“The principal part of the Instruction will consist in teaching Spelling, Accenting and Reading both Prose and Verse with Propriety and Accuracy, and a General Knowledge of English Grammar and Composition: Also writing a good hand according to the most approved Rules, and Arithmetic through all the previous Rules, and Vulgar and Decimal Fractions, including Tare and Tret, Fellowship, Exchange, Interest, &c.

“The Books to be used in carrying on the above Instruction are Aldens Spelling Book 1st and 2d part, the young Ladies Accidence by Caleb Bingham, the American Preceptor, Morses Geography abridged, the Holy Bible in Select portions and such other Books as shall hereafter be adopted and appointed by the Committee.—The Book for teaching Arithmetic shall be agreed on by the Masters.—

“The Scholars shall be put into separate Classes, according to their several improvements, each Sex by themselves.—

“As Instruction will be conducted to much greater advantage by simplifying the mode of it and keeping the several parts as separate as may be, it will be best that different Hours be allotted to the different Exercises.—

“As Discipline and good Government are absolutely necessary to Improvement, it is indispensable, that the Scholars pay a particular attention to the Laws and Regulations of the School.—

“If any Scholar should prove disobedient and refractory after all reasonable means used by the Master to bring him or her to Order and a just sense of Duty, such offender shall be suspended from any further Attendance or Instruction in any School in the Town, until the next Visitation of the Committee.—

“That each Scholar shall, after having entered a school, be punctual in his attendance at the appointed Hour, and be as constant as possible in his daily attendance.—

“That excuses for absence shall be by a Note from the Parents or Guardian of such scholar.—

“That Monitors be appointed by the Masters of each School to notice the absence or tardiness of the delinquent Scholars, the List of whose Names shall be preserved and exhibited to the Committee at their next visitation.—”

At a Council meeting held October 20, 1800, the town was divided for school purposes into "Four Districts, denominated and described as follows, to wit, from the House of the Widow Hall [on North Main Street, opposite St. John's Church,] Eastward up the Church Lane, across Benefit Street, all that part of the Town lying northward of said Lane to constitute the first District.—The Second District to include all that part of the Town, lying between the Church Lane and the Lane that runs Eastwards by the House of the late Welcome Arnold Esquire; and to take in part of the West side of the River, as far as Orange Street.—The third District, to include all that part of the Town lying southward of said Lane by the late Welcome Arnold.—The Fourth District on the west side of the River to include all that part of the Town lying westward of Orange Street.—Children will attend the Public Schools of their respective Districts.—"

At a meeting of the Town Council held on the 24th of October the following addition to the rules as to the government of the schools was adopted:

"That it be recommended to the School Masters, that as far as practicable, they exclude corporal punishment from the Schools; and in particular that they never inflict it on Females.—

"That they inculcate upon the Scholars the propriety of good behavior, during their absence from School.—

"That they consider themselves in the place of Parents to the Children under their care, and endeavor to convince them by their treatment, that they feel a Parental affection for them.—

"That they never make dismissal from school, at an earlier hour than usual, a reward for attention or diligence, but endeavor to lead the Children to consider being at school as a privilege, and dismissal from it as a punishment.

"That they never Authorise one Scholar to inflict any Corporal Punishment on another.—

"That they endeavor to impress the minds of their Pupils with a sense of the Being and Providence of God, and the obligation they are under to Love and Reverence him. Their Duty to their Parents and Masters — the beauty and excellence of truth, Justice and Mutual Love — tenderness to Brute Creatures — the happy tendency of Self Government, and Obedience to the Dictates of reason and religion — the observance of the Sabbath as a sacred Institution — the Duty which they owe their Country, and the necessity of a strict obedience to its Laws, — and that they caution them against the prevailing vices.—"

Teachers will note with interest the requirement that "the pronunciation shall be as near alike as possible," indicating a condition that has for many years passed away, thanks to the great influence of Webster and Worcester, the American lexicographers.



The importance of good morals is well stated and the extent of the teacher's influence as to time and place is pointed out. No support is given to the thought that the teacher's influence may be limited to certain hours and places.

The hours of session were six daily. The one and one-half hours of intermission to which we have recently returned, was established for a part of the year. How the schools continued to 4.30 P. M. in the winter months is to us a mystery. Evidently the houses were not lighted so well as now; but children's eyes were doubtless different in power of adaptation to varying degrees of light.

Vacations are interesting from their absence. The longest vacation consisted of but three days, which came at Commencement time, then occurring in September.

The course of study did not contain United States History nor Physiology. Geography is not mentioned in the course of study, but was probably taught, as a text-book in that subject is mentioned.

Grading the schools was required, but the hearing of boys and girls in the same classes was not allowed.

The rule "never to make dismissal from school at an earlier hour than usual a reward," is as sensible now as it was then.

The schools opened on Monday, October 27, 1800, and it was at once found that the school on Claverick Street was too full and accordingly the districts were changed so that the second district extended as far on the west side of the river as Union Street.

On the 1st day of November:

"The several Masters of the Public Schools, to wit, the Revd Mr. Wilson, Messrs. Royal Farnam, Moses Noyes and John Dexter are present at this Council,—and the Business relative to said Schools being under Consideration and said Masters consulted thereon,—

*It is Voted and Resolved*, that as the School kept by Mr. Wilson, has an over proportion of Scholars, that he have two Ushers as Assistants;—and that the other three Masters have one Usher each as Assistants.—"

"*Voted*, that the Masters of the Public Schools, have as compensation for their services, Five hundred Dollars p. annum each,—and that the Assistants have at and after the rate of Two hundred Dollars p. annum.—"

"*Voted*, that the Public Schools be furnished with Ink at the Towns Expence, and that the several Masters procure the same of George W. Hoppin.—"

This, however, did not long continue, and in 1803 pupils were required to furnish their own ink as well as other supplies.

On the 1st of January, 1801, the council directed the first quarterly visitation of the schools by the adoption of the following regulations:

“WHEREAS the quarterly Visitation of the Public Schools commences on Tuesday next,—the School Committee will therefore visit the several schools in Order, as follows, to wit, the School in the First District at 9 o'clock A. M. the School in the Second District, at 2 o'clock P. M. the School in the 3rd District, at 9 o'clock A. M. on Wednesday next, and the School in the 4th District at 2 o'clock P. M. on the same day.— It is therefore recommended to the several Masters of said Schools to prepare accordingly to receive the Committee, by complying with the following Regulations, viz.

1st. That they enjoin upon their Scholars, the propriety of appearing neat and clean, and that the Committee expect a general and punctual attendance at the time appointed.—

2nd. That the Scholars in the several Schools be prepared in the first place to exhibit their Writing and Cyphering Books in good order.—

3rd. That the Masters call upon each Scholar to read a short sentence in that Book which may be used in the class to which such Scholar belongs.—

4th. That the Committee may be informed of the progress of the several Scholars in the Art of Spelling, the Masters are desired to direct them to spell one Word each.—

5th. If Time should permit the Committee will hear the Scholars recite passages in Geography, English Grammar, and Arithmetic, and such other pieces as may be adapted to their several Capacities.—

*Ordered*, that the Clerk furnish each Master with a copy of the foregoing Regulations.—”

It was the town council and not the school committee that controlled all matters pertaining to the schools. The school committee was an advisory body merely and kept no record of its proceedings.

On the sixth of January, 1801, the Council spread upon its records the following:

“This being the Day appointed for the first quarterly Visitation of the public schools; the Town Council, and the above named members of the School Committee proceeded at half past nine o'clock A. M. and visited the school in the First District, under the Tuition of Mr. John Dexter; and after examining the writing and cyphering Books, and observing the several performances of the Scholars, in Spelling, Reading, Writing and Arithmetic, and attending to the different exercises allotted them by the preceptors, such as reciting passages in Geography, Grammar and other Branches of Learning, in all which they generally performed to satisfaction.—

“The Town Council and School Committee as a Testimonial of their approbation:—*Do therefore Vote and Resolve*, that honorable mention be made on Record, of the good order and Decorum of the School, and of the proficiency they appear to have made in Literature.—”

A somewhat similar record appears in reference to the visitation of each of the other districts.

They also submitted the following communication to the Public:

“COMMUNICATION.

Tuesday last being the Day appointed for the first quarterly visitation to the Public Schools, the Town Council and School Committee proceeded to visit the same in the four several Districts in this Town; namely, the School under the tuition of Mr. John Dexter, in the first District, consisting of 180 Scholars; the School in the Second District, under the tuition of Mr. Moses Noyes, of 230; the School in the Third District, under the tuition of Mr. Royal Farnam, of 240; and the School under the Tuition of the Reverend Mr. Wilson, in the Fourth District, of 338 Scholars.—

“The extraordinary progress made by the Scholars of the several schools, in Reading, Writing, Arithmetic, English Grammar, Geography and Elocution, was such as to merit great honor, and obtained the highest commendations of the Gentlemen who attended.— The good order, Decorum, and propriety of behavior, so manifest in the several schools on this occasion, not only evince the great public utility of the institution, but reflect the highest honor on the several preceptors and assistants, who, in the short space of about Two Months, have established so excellent a System of instruction, and contributed so greatly to the improvement of their Pupils.—”

The first case of discipline, before the Council, was presented on the 29th of January, A. D. 1801:

“WHEREAS Mr. Moses Noyes, Master of the Public School in the 2d District, appeared before this Council and represented that the Son of Mr. Stephen Harris, having conducted himself in a very unbecoming manner, which occasioned his being expelled the School, and this Council having made due enquiry relative thereto, *Do Vote and Resolve*, that said Master be, and he is hereby directed, not to receive said scholar again unless he makes proper concessions to the satisfaction of his Master, promising to behave better in future.—”

In March, 1801, a change in the districts was made, and it was voted that “the first school district extend southward as far as Bowen’s Lane, and that the third School District, extend northward as far as Bank Lane, and include all that part of the Town lying to the southward thereof, and that Mr. Noyes be requested to receive no Scholars at his school who live southward of said Bank or Northward of said Bowen’s Lane.— And that George Bradford be and he is hereby directed to inform the Inhabitants dwelling between the Lane running Eastward by the House of the late Welcome Arnold Esquire and Bank Lane of this order of Council.— Also that he inform the Inhabitants lying between the House of the Widow Hall and Bowen’s Lane that they send their children to the school in the first District.—”

March 27, 1801, it was "*Voted*, that Henrietta Downer and Sister be and they are hereby permitted to improve the Upper Story of the School House in the Third District (in teaching a School for small children) provided they are at the expense of the glass that may be broken in consequence thereof."

This vote indicates that though the third district school was reported at the school visitation as having 240 pupils, yet the 240 pupils were doubtless pupils registered and not pupils in regular attendance, for they were seated and instructed in the lower story of the school building.

The Council further voted that—

"*WHEREAS* the second quarterly visitation of the public schools will commence on tuesday the second Day of April next: *Resolved therefore* that this Council proceed with the Gentlemen of the School Committee to visit the same in the Order following, to wit,— The School under the care of Mr. Moses Noyes in the Second District at 9 o'clock A. M. and Mr. Royal Farnam's in the Third District at 2 o'clock P. M. on said Day.— The School under the Tuition of the Reverend Mr. James Wilson in the fourth District at 9 o'clock A. M. and Mr. John Dexter's in the first District at 2 o'clock P. M. on the Day succeeding.— and furthermore that the several preceptors be required to prepare for said visitation accordingly, and that they conduct their respective schools during the Time thereof according to their own judgment and discretion.—"

"*Resolved* that the several Gentlemen of the School Committee, to wit, Doct. Enos Hitchcock, Doct. Stephen Gano, the Revd Jonathan Maxcy, Jabez Bowen Esquire, William Jones Esquire, John Carlile Esquire, Amos Main Atwell Esquire and Mr. John Howland, be requested to meet at the Council Chamber on Tuesday the 7th Day of April next at half past 8 o'clock A. M. on said Day to proceed with the Council in the second quarterly visitation to the public schools.—"

April 6, 1801, it was — "*Voted and Resolved* that his Excellency Arthur Fanner Esqr and Samuel Eddy Esquire be requested to favor this Council and the Gentlemen of the School Committee with their Company in the second quarterly visitation to the public schools — — — said visitation to commence to-morrow 9 o'clock A. M. at which time this Council and School Committee will proceed from the Council Chamber for that purpose."

John Howland states that this complimentary invitation was extended to these gentlemen to secure their interest in the schools.

October 21, 1801, the Council — "*Voted and Resolved* that whenever a Scholar shall hereafter be tardy at school, or absent therefrom, in any of the Free Schools in this Town, he shall be obliged to produce a written excuse from his parents, guardian or master for such tardiness or absence, the next time he shall go to the school thereafter, but shall not be immediately sent back on purpose to procure such excuse and that the

Regulation heretofore adopted and established relative hereto be expunged and the Clerk of this Council furnish each preceptor of said schools with a copy hereof.—”

Sending pupils home for excuses was evidently then, as it has been since, an evidence of lack of judgment that needed to be corrected by rule.

The Council, on the 28th of April, 1802, considered the case of John Greenman as follows:

“WHEREAS complaint is made to this Council that John Greenman, a pupil in the school in the 4th District has behaved himself in a very unbecoming manner by insulting the preceptor of said School,— *It is therefore Voted and Resolved* that the said John Greenman be and he is hereby directed to make a suitable and humble acknowledgement for his misdemeanor to the satisfaction of the Instructors of said school and that in default of his so doing that it be and hereby is enjoined upon the said Preceptor to expel him therefrom until the next quarterly visitation.—

And that the said Greenman be served with a copy of this order and that the officer make his return of said service and deliver a copy of this vote and said Return to Revd Mr. Wilson, Master of said School.—”

The expenses of the schools were carefully looked after by the Town Council, as appears by the following vote passed in February, 1803:

“*Resolved*, that the Preceptors of the Publick Schools, in this Town, be informed, that from this time henceforward it is expected, by this Council, that the Scholars who may frequent said Schools be at the expence of Procuring the Ink they may respectively use; and that the said Preceptors supply their several Schools with that article, and tax such of the Scholars as may use the same, therefor: Those Scholars who shall neglect to comply with this regulation to be considered as excluded from and debarred the privilege of Writing in said Schools.—”

March 12, 1803, the following complaint was made against a teacher:

“WHEREAS Mr. Nathaniel Gladding appeared at this Council and complained that Palmer Cleveland, teacher of the School in the upper Story of the School House of the 4th District had whipped and abused his son Nathl Gladding Jun. in a very considerable degree, and that after an understanding or agreement between the said Gladding and the said Preceptor that the Boy should leave the School and go to Mr. Wilson's, that when the Boy went after his Books, the said Master instead of dismissing him as expected, formally expelled him therefrom in the face of the whole School; and the said Gladding and Cleveland being both present and respectively heard on this subject and several of the scholars being examined and several Gentlemen who have Children at said School, touching the subject matter of said Complaint and the general knowledge they have of the proceedings of the Government of said School,— And after said Consideration of the whole subject matter thereof the Council so Decree, that the said Palmer Cleveland be and he is hereby directed to

take off his expulsion of said Boy and that he be permitted to go to Mr. Wilson's School.—"

"**WHEREAS** Complaint is made by Mr. Nathl Gladding relative to the proceedings of Mr. Palmer Cleveland and his Government of the School under his Care; as Preceptor in the 4th District, and this Council after the examination of several of the Scholars belonging to said School, and also several Gentlemen who send Children to the same, and on due Consideration thereof are of opinion that said Preceptor receive the Approbation of this Committee for his Conduct therein.— *It is therefore Voted and resolved* as a Testimonial thereof that he be furnished with a Copy of this resolution, and that this Council expect that he will punish by expulsion or otherwise any breach of Order in his Said School.—"

The question of attendance and excuses troubled the schools of that early day quite as much as now, if we may judge from the rules adopted by the Council in May, 1803.

"*Resolved* that the several Instructors of the Public Schools in this Town be and there are hereby enjoined not to dismiss any Scholar from their respective Schools at the request of Parents by Billet or otherwise at an earlier hour than the time for dismissing their said Schools and in case a Scholar brings a request for such earlier dismissal said Instructor not to receive such Scholar into School for the half day. And if any of the Scholars of said Schools shall not be punctual but are frequently tardy and remiss in their attending the same at the proper time whether they procure billets of excuse or not it shall be the duty of said Instructor to inform the Scholars parents or guardians thereof or else to apply to any member of the Town Council or of the School Committee who may reside in the neighborhood of such Scholar that by proper inquiry — and advise a practice so injurious to the good order of the said School may be remedied.— Provided however, and the said Instructors are hereby informed that the foregoing is not meant to restrain them in the proper exercise of their own discretion as related to the dismissal of their lower classes of their respective Schools before the usual time of dismissing the same.—"

In February, 1804, the Council voted —

"**WHEREAS** many inconveniences arise in the Public Schools by reason that many of the Scholars attend therein without having the necessary Books — Decreed therefore that the several Masters of said Schools receive no Scholars into the same unless they are severally furnished with such Books as are studied in the several Classes to which such Scholar belongs; and furthermore that all such Scholars whose Parents or Guardians may not be able to furnish them with the necessary Books as aforesaid the Parents or Guardians of such Children are requested to report the same to this Council with the kind and number of Books wanted.—

"Decreed that Moses Noyes, Master of the Public School second District in this town be and he is hereby requested that he cause the lower part of the School House in said District to be cleaned as also the Necessary House belonging thereto and that the same be done at the expense of the said School

and said Master is further requested that whenever the lower part of the said School House shall be dirty and said Necessary House impure and noxious to health that he cause the same to be cleaned and the expense to be defrayed as aforesaid, and in case any of the Scholars shall refuse to pay their proportionable part of the expense thereof that in such case the Scholar or Scholars so refusing shall be debarred admission to said School until they shall pay the same,— And furthermore that if any of the Scholars belonging to the said School shall wilfully and wantonly dirty said School and Necessary House that on satisfactory proof thereof obtained by the said Master such Scholar or Scholars so offending shall forfeit and pay the sum of fifty cents respectively to be appropriated by the said Master in cleaning the premises.—”

On Feb. 22, 1804:—“*Ordered*, That the Clerk be directed to purchase half a dozen of Testaments, half a dozen English reader, and half a dozen of Alden’s Spelling Books, 1st part for the use of such Scholars at the Public Schools whose parents or Guardians are not sufficiently able to provide their Children with the same.—”

“*Ordered*, that the Parents and Guardians of such Children as attend the Public Schools without the necessary Books, and who are not able to provide them with the same apply in person to the President of the Town Council therefor,— And that this Order be communicated to the Preceptors of said Schools by furnishing them respectively with a Copy.—”

On Feb. 28, 1804:—“WHEREAS the Schools kept by Mr. Willson and Mr. Bottom on the West side of the River being considered as embracing but one of the School Districts in this Town,— It is ordered therefore that the Scholars attending said Schools be taxed for their Wood consumed in the same and for the repairing of all Windows that may be broken in the upper and lower part of the School House in said District and that the same be done jointly by taxing the two Schools and that the Wood so purchased be considered as belonging to both.—”

“On request of Lucilla Downer that she may be permitted to teach a School in the upper Room of the School House in the third District the ensuing Summer.— *Ordered*, that the said Lucilla be permitted to improve said Room for that purpose provided she leave the Windows in said House in as good repair as she finds them and shall make good all damage that may happen to said Room in consequence of her improving the same as aforesaid.”

In 1804 the districts were changed as follows:

“Decreed, that the Districts of the Public Schools in this Town be divided as follows. That the first School District extend as far as the Center of Church Street, and that the Second School District extend Southward as far as the Center of the Lane by the late Welcome Arnold Esqr and on the West Side of the Bridge as far as the Center of Pleasant Street, and that the fourth District embrace all that part of the Town lying Westward from the Center of Pleasant Street, and the Third District include all that part of the Town lying South from the Center of the Lane by the late Welcome Arnold aforesaid.—”

The visitation of the schools finally became tiresome to the Council, and on the 28th of April, 1806, they voted that—"It being inconvenient for this Council to attend the visitation of the Publick Schools the present Quarter, *it is therefore Resolved* that the Preceptors of said Publick Schools be and they hereby informed thereof and that they have liberty to dismiss their respective Schools until Monday next."

The Council in those days evidently believed in the observance of the Sabbath and had no narrow views of their powers, as we may judge from the following action taken in August, 1806:

"WHEREAS it is represented that some of the Boys belonging to the School 2d District have misbehaved themselves on the Sabbath Day and that they are guilty of other irregularities. *Resolved therefore* that Doct. Stephen Gano, Jabez Bowen and Samuel Bridgham Esquires be and they are hereby appointed a Committee to visit said School and to labor with them as they may deem expedient.—"

The following Council minute bears witness that occasionally at least dissatisfaction with the schools appeared:

"Upon the Petition and Representation of Benjamin Clifford and others requesting an enquiry into the Government of the School in the third District; It is ordered that the Members of the Town Council and School Committee who are present at this meeting, the signers of the aforesaid Petition, and the Master of said School be notified that next Monday at nine o Clock in the forenoon is assigned by said Council and Committee to take the subject of said Petition into consideration, and this Meeting is adjourned to that time accordingly.—"

There is no record of the results of this investigation.

In April, 1813, certain gentlemen were appointed to be "a Committee for the purpose of examining into the qualifications of candidates for the preceptorships of the Public Schools." This was the origin of the Committee on Qualifications that almost to the present time has controlled the appointment of teachers in this city.

The first record of a meeting of the school committee is that of one held on the 14th day of October, 1813. At this meeting sub-committees in charge of the several schools were appointed and a committee appointed to revise the Rules and Regulations.

The next record is of a joint meeting of the Council and School Committee on the 14th day of April, 1814. At this meeting it was voted that—

"WHEREAS this Committee being desirous of promoting in the best and most easy manner the object for which the public schools in this Town were established and believing the most likely means for effecting this, will be by encouraging a spirit of emulation among the Scholars of the



several Schools in the attaining and cultivating good morals and a more diligent prosecution of their several Studies: *Do therefore Resolve*, that a Selection of the most meritorious Scholars from the higher Classes be made once in every year by the Sub-Committees already appointed and which may be hereafter appointed to visit said Schools, and to be designated by the Town Council for the purpose of being examined by this Committee respecting their proficiency in useful learning and to receive the commendation of the Committee which will be then dispensed to such of the Scholars as shall appear best to merit it."

"And furthermore it is the opinion of this Committee that the quarterly visitation by the same to the Publick Schools be dispensed with in future, and that the Committee meet hereafter on the Second Thursday of October in this and every year for the purpose of visiting the public Schools generally, and on the Second Thursday of April of every year for the purpose of examining the select portion of Scholars as aforesaid.—"

"And it is further resolved that the several Sub-Committees appointed at the last Meeting be continued in their said appointments, and they are requested to continue their visitations and to observe from time to time the state of the several Schools and to make report to the Committee at the time of their Meetings as aforesaid.—"

"On the 7th of March, 1815, the Council adopted the following order:

"WHEREAS at a meeting of the School Committee in April last it was *Resolved* that a selection of the scholars be made from among the higher classes, from each school, the selected scholars to meet at some suitable place (to be designated by this Council) on the second Tuesday of April of every year for the purpose of being examined respecting their proficiency in useful Learning.—

*It is therefore resolved* by this Committee that the preceptors of said schools be notified hereof, and the Gentlemen composing the sub-committees, are requested to make selections of Twelve Masters and twelve Misses from each school as aforesaid the Scholars, that shall be selected with their preceptors, to meet at the School House in the second district on the Thirteenth day of April next the Masters at 8 oClock in the morning and the Misses at 3 oClock in the afternoon of said day.—"

No further account of this project appears.

The custom had grown up by 1815 of allowing each preceptor to employ his own usher, as appears from the following records:

"*Ordered* that the Preceptors of the Public Schools be hereby Notified to appear at this Council on Monday Next at 9 oClock A. M. for the purpose of Rendering in the Names of the ushers of their respective Schools."

"The preceptors of the Public Schools being present George Taft 1st District informs this Council his present Usher will continue with him until Commencement after which he expects Stephen Rawson for as much as Two Quarters.—"

Liberty Rawson 2d District informs that Joseph W. Torrey is his present usher.—

Noah Kendall from third District informs that Stephen Rawson is his present Usher.—

Amos Warner 4th District informs that he is about agreeing with George Arnold for his Usher.—

Daniel Young 4th District informs that he is without any one for Usher.—”

This liberty was soon considerably abridged by the adoption of the following rule:

*“Resolved that in future no person be employed as usher in any of the Public Schools in this Town except they have undergone a previous examination of the sub-committee of such respective School and such Committees approbation obtained.”*

*“And it is further Voted and Resolved That all the appointments either of Preceptors or Ushers in the said 4th District cease and determine on the 27th day of October next, and that a Choice of a Preceptor and two Ushers shall be made on the 11th day of September next, and that the Clerk give due notice of the same.”*

*“And it is further Voted and Resolved, that in future no person shall presume to act as an Usher in any of the Publick Schools in this Town without first having been presented by the Preceptor and appointed by this Council, and that no person acting as Usher in any of the Publick Schools, without being so presented and appointed shall be entitled to pay for his services.”*

At a joint meeting of the Council and School Committee held October 17, 1816, the following important change in the control of the schools was made:

*“WHEREAS it is thought most advisable by the Committee that the Public Schools in this Town for the future (so far as comes within the authority of the School Committee) be under the superintending care of Reverend Clergy interim between the several Quarterly visitations.— It is therefore Voted that the Revd Mr. Edes be and he is hereby appointed to superintend the Public School in the first District, the Revd Mr. Crocker of School second District, the Revd Doct. Gano of School third District, the Revd Mr. Wilson and the Rev. Mr. Preston of the Schools in the fourth District, between the visitations as aforesaid. And that the Principal Instructors of said Schools be furnished each with a Copy thereof,— and that they read the same in their Schools for the information of the Scholars.”*

The two following paragraphs when read in connection afford much food for reflection:

*“A communication from Daniel Young, Preceptor of one of the fourth District Schools is made to this Council, and is as follows:*

“TO THE HONORABLE TOWN COUNCIL AND SCHOOL COMMITTEE OF THE TOWN OF PROVIDENCE :

GENTLEMEN : I render to you many thanks for the approbations that I have received from your Honours during the time that I have had the care of the Fourth District School, should your Honours think it proper to receive this as my resignation, I wish you to grant it wishing it to take place at the end of the present quarter.”

August 7, 1817,—“WHEREAS it is proved to the satisfaction of this Council and School Committee that Mr. Daniel Young, Preceptor of one of the fourth District Schools is confined in Prison for Debt without a reasonable prospect for his soon being able to attend to his duty as an Instructor of said School.—*Voted therefore* that the Preceptorship of said School be considered as being vacant and that the vacancy be filled by some suitable person to superintend the Instruction of said School until the 11 Day of September next.”

At a meeting of the Council held Sept. 15, 1817, the following regulations were adopted :

“The Regulations for the government of the Public schools having in many instances been neglected or disregarded, the Town Council would call the attention of the respective teachers to the general observance of said Regulations, and more especially as to the following points :

“1st. That the Masters and Misses be at the schoolroom punctually at the appointed hours of commencing the exercises and make known to the scholars that such will be their invariable practice in future in order to secure a general attendance, that the exercises may commence in due season ; with this view the masters will direct the bell to be rung fifteen minutes before the allotted hours of entering upon the studies.

“2d. That during school hours, the Masters and Misses be always present, unless extraordinary occasion require their absence, and that the scholars be not dismissed before the expiration of the regular hours of study.

“3d. That no holydays other than those permitted by the existing regulations be granted to the scholars on any pretence without special permission from the Council. This rule has been too much disregarded and it is confidently expected from the Masters that no future violations thereof will be permitted.

“4th. That no children under the age of six years be admitted in the Schools.

“5th. That no scholars be permitted to attend any of the Schools out of their respective districts.

“6th. That the regulations relative to the uniformity of instruction be more particularly regarded.

“7th. That as far as practicable the excuses for tardiness and non attendance be in writing and that a more strict attention be paid to the appointment of ushers.

“8th. That the school regulations (of which printed copies will be furnished) be read the commencement of every new quarter.”

It appears that transfers of pupils from one school to another were arranged by the Council, for we read in the minutes of the meeting of the Council held Nov. 17, 1817, that: "It is permitted for Joseph and Edward Beverly to exchange schools and to go to that kept by Christopher Hill instead of that kept by Mr. Atkins; and for the son of John Young to leave Mr. Hill's and go to Mr. Atkin's."

I present here some papers that have fortunately been preserved, showing the methods and difficulties of the times:

"PROVIDENCE, Sept. 4th, 1817.

"THE HONOURABLE TOWN COUNCIL:

"GENT:

"I have left my name at the Office of the Town Clerk, (at the request of my Friends,) as a Candidate for the Office of first Usher of the fourth District.

"Yours &c.,

"THOS. FENNER.

"Providence Town Papers, 0028281, Vol. 94."

"PROVIDENCE, September 5th, A. D. 1817.

"TO YOUR HONOURS TOWN COUNCIL:

"DEAR SIRS:

"In obedience to your will, I, Stephen Felton, Jr. of Marlborough, Massachusetts, county of Middlesex, (being suspesious of errors in the former,) do hereby communicate to you, that I am desirous of the birth of a master, or an usher in english school: There being vacancies to be filled, I leave, with you my name, together with such qualifications as is requisit to fill that place; such as Reading, Writing, Arithmetick & English Grammar, together with such other parts of liturature as may be deemed expedient, to be exhibited in that place, the birth of a Master woud be preferred. Pleas to except this, and such others, proofs and recommendations as shall be applicable to your wishes. Should my application be excepted direct an answer to the above stated marlborough, soon as convenient and oblige your most obedient,

"STEPHEN FELTON, JR.,

"Marlbro."

"Providence Town Papers, 0028283, Vol. 94."

"TO THE TOWN COUNCIL & SCHOOL COMMITTEE:

"Gentlemen, by this I would express my wishes to be placed as Preceptor, in the fourth district School to be kept on the west side of the bridge in Providence; giving you the fullest assurance, that should you intrust me with it, nothing on my part should be wanting for the

improvement of the children; that the school shall commence at the hour appointed, & continue in perfect order till the full time specified in the by Laws be expired: and that all the regulations & rules, by them enjoined, shall be strictly attended to.

"I am Gentlemen yours with respect,

V. RENSSELAER OSBORN,

PROVIDENCE, sept. 6, 1817

"Providence Town Papers, 0028284, Vol. 94."

On the 25th of October, 1819, "a Petition signed by Payton Dana and others praying that an Investigation of the government of Mr. Hill in his school may be had is presented to the Council and read. *It is therefore ordered* that said Petition be received and reference for consideration to Saturday next at 2 o'clock P. M., and that in the mean time the School Committee and the said Hill be notified to attend at that time."

The petition was as follows:

"PROVIDENCE October 23d 1819

"TO THE HON. TOWN COUNCIL AND SCHOOL COMMITTEE OF THE TOWN OF PROVIDENCE,

"Humbly shew the undersigned, Citizens of said Town, and inhabitants of the Fourth School-District: That they are very reluctantly compelled to apply to your Honourable Bodies for relief in a concern of peculiar delicacy—but one which imperiously demands relief: That they are willing to allow that Mr. Christopher Hill Preceptor of the school in the aforesaid district, is a gentleman of strict and upright moral principles, and that he labors in the duties of his station with the best of motives—yet they are sorry to say, the success of his labours has not been commensurate with the wishes and reasonable expectations of the parents and guardians of his scholars; and they fear, if Mr. Hill is longer continued in the school, now already much depreciated in usefulness and respectability, it will be totally ruined as to all practical utility. The failure of success is, in the opinion of the undersigned, caused by—first, *a deficiency in literary attainments*; and, second, *a deficiency of wholesome and vigorous government*. Mr. Hill is in the opinion of the undersigned, and (what is of itself ruinous to the school) in the opinion of the older scholars, very ignorant of Geography, Grammar and Arithmetick. He is, therefore, incompetent to teach three of the most important branches of common education.

"But were Mr. Hill ever so well qualified in the above branches, his qualifications must fail of public utility, while the *government* of the school is deficient. That this is the case, the undersigned are prepared to shew. The government of a numerous school is a task of difficulty. It should be maintained by a systematick and steady perseverance which will render severe examples unnecessary; and by a vigilance which will

banish all hope of impunity for wilful transgression. In these qualities, they are sorry to say, Mr. Hill is equally deficient as in literary attainments.

"Good intentions and wishes unaccompanied by ability, cannot render Mr. Hill's Preceptorship useful to the District. The children of the undersigned must be qualified to take their parents' places in the community—They must be taught the necessary and useful sciences—and the undersigned incur a heavy responsibility if, through a mistaken tenderness for a worthy, but incompetent instructor, they suffer them to grow up in ignorance. They, therefore, perform an imperious duty, when they request investigation. And they are consoled in the performance of this duty, by the reflection that Mr. Hill possesses talents, which, with his usual industry, will procure him a livelihood in some other business, should he relinquish his present station.

"The undersigned, therefore, pray your Honours to institute, with all practicable delicacy towards Mr. Hill, an investigation of his Government and Tuition; and that such further proceeding may be had in the premises, as shall thereafter be thought expedient.

"And as in duty bound will ever pray.

PAYTON DANA  
JOHN C. JENCKES  
JOSEPH SWEET  
BENJ'N PECK  
SIMEON FIELD  
WM. CRAPON  
JAMES SNOW JR.

JOHN J. GLADDING  
WILLIAM FIELD  
RATCLIFF HICKS  
CYRUS BARKER  
JOSEPH COWING  
JOHN F. GREENE

"Providence Town Papers, 0033441, Vol. 101."

The plan of allowing teachers the opportunity to visit each other's schools had its origin in a resolution of the Council, adopted March 23, 1818:

"On the communication of the Preceptors of the Public and other schools in this Town, soliciting the opinion of this Council on the expediency of regular quarterly visitations by them the preceptors to the public schools:

"*It is resolved* as the opinion of this Council, that such visitations would have a happy tendency: that the said Preceptors be requested to proceed therein and to fix the times of such visitations at equal periods between those made by the School Committee."

At Town Council April 13, 1818, "John Dexter Preceptor of the school in third District states in writing that there are a number of children in said school that have no books and are unable to procure any, and suggests the propriety of placing in his hands one dozen of the first and one dozen of the second volumes of Alden's Spelling Books for distribution at his discretion. *Resolved thereupon*, that said Dexter be authorized to procure said book, and to distribute them accordingly."

Prior to this time the Town Council had voted upon the cases of inability to procure books severally.

That Councils were susceptible to influence in these early days might be inferred from the fact that on Sept. 3, 1818, after some days' deliberation the boundary between the first and second districts was established, and that on the 11th day of the following November on petition of Polly Newell and others it was: "*Ordered*, that the prayer thereof be granted and that the line dividing the first and second Districts, be the same as before the revision made on the 3d day of September last; and that the Preceptors be notified thereof accordingly." But on April 19, 1819,—It was "*Ordered* that the line dividing the first and second school Districts be the same after the 27th instant, as heretofore ordered by this Council on the third day of September 1818."

The following resolution adopted at a Town meeting held on the 7th day of June, 1819, is interesting:

"*Voted and resolved* that each and every meeting of the Council and School Committee, for the purpose of visitation or the appointment of an Instructor, the Clerk of said meeting shall keep a record of such of said Committee as attend; and that those members who shall not have been present, in any one year, at two of the meetings for quarterly examination of the schools shall not be eligible at the next annual meeting."

In September, 1819, the fourth district, that on the west side of the river, was divided making a fifth district. The resolution was as follows:

"*Ordered* that the fourth district be divided according to the lines herein after mentioned, viz., beginning at the corner formed by the junction of Pawtuxet Street and Chestnut Street commonly called Seaver's corner, from thence extending Southerly as said Chestnut Street to the junction of said street with Potter Street and thence across said Potter Street to Convenient Street, and from thence to South Street, thence continuing the same course on a straight line to the water commonly called Field's Cove. Then beginning at the corner first mentioned and thence extending Easterly on Broad Street until it come to a point opposite the Southerly end of Snow Street and thence Northerly through said Snow Street to Westminster Street and the same line to be continued to the Cove, on the north side of the West part of the Town, and that from and after the 27th day of October next all that part of the present fourth District lying Eastward of the lines herein before described be considered as the Fourth District, and that all that part of said district lying to the Westward of said line be considered as the Fifth District, and that from and after the said 27th day of October next the school be opened in the new school house in said Fifth District,—That the fourth district school be continued in the house where it is now holden, and that the scholars attend said schools according to the aforesaid districts.—and that the Preceptors of the 4th and 5th district school report lists of the names of the scholars of their respective schools to this Council at the end of one month from the said 27th day of October next."





To the Hon. Town Council, Gentlemen,

Mr. Shaw informs

me that, in consequence of his neglecting to make reasonable application, he is in danger of losing his place; and, that it is the wish of the Council to know whether I request him to be continued.

If it be agreeable to your honours I do request that he may be continued

Gentlemen, I remain with respect your most obt.  
Thomas C. Hartston

Thursday Morn.  
April 29 1819

Probably in these early days the boys were sometimes troublesome for we find that the Council passed the following resolution in November, 1819:

"*Ordered* that no scholars be permitted to enter the back yard belonging to the 2d District school, except those who belong to the Public School of that District."

The case of Preceptor Hill of the Fourth District has been before referred to (see page 32), but it seems that the decision of the Council to sustain Mr. Hill did not quiet all complaint.

"A petition signed by Joseph Sweet and others was presented to the Council January 27, 1820, praying that a new Preceptor may be appointed to the fourth district school and stating that 'the public good requires a change' is presented and read and it being received and the merits thereof as of one heretofore presented on the same subject having been discussed and the Committee for visiting said school having reported verbally that the same appears to them to be progressing in improvement,—it is voted that the said Petitioners have liberty to withdraw the said Petitions."

Number belonging to the schools January 27, 1820:

First District,

Mr. Curtis, Preceptor, Misses .....	80	
Mr. Batcheller, Usher, Masters .....	80	
		160

Second District,

Mr. Rawson, Preceptor, Misses .....	102	
Mr. Aborn, Usher, Masters .....	117	
		219

Third District,

Mr. Dexter, Preceptor, Misses .....	60	
Mr. Seagrave, Usher, Masters .....	112	
		172

Fourth District,

Mr. Hill, Preceptor, Misses .....	62	
Mr. Baker, Usher, Masters .....	104	
		166

Fifth District,

Mr. Hartshorn, Preceptor, Misses .....	88	
Mr. Shaw, Usher, Masters .....	128	
		216

Whole Number .....	933
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It is to be observed that the preceptor very shrewdly taught the "misses" leaving the "masters" to be taught by the ushers.

Consider the numbers in charge of the poor ushers!

The combination of public and private effort for the equipment of the schools is seen in the following record:

"Council January 31:

"It being represented that a number of gentlemen residing in the fifth school district have procured a bell and placed the same in the belfry of the School house, the cost of which amounted to Forty Dollars, of which sum thirty-two dollars and Twenty-six Cents have been raised by subscription leaving a deficiency of \$7.74 which the contributors request this Council will cause to be paid out of the Treasury, *therefore, ordered* that the balance due for the bell and apparatus amounting to Seven Dollars and Seventy four Cents be paid to Thomas Sprague out of the Town Treasury."

#### REVISION OF THE RULES AND REGULATIONS.

In 1820 a Committee was appointed to revise the Rules and Regulations. Before doing this they obtained from each preceptor a statement in reference to the management of his school and reported at length as follows:

"The Committee appointed to revise 'the Rules and Regulations for the Government of the Public Schools, and to make such amendments and additions to said Rules as they may think advisable,

Report, That having given to the subject the consideration which its importance demanded, and having received from the several Preceptors written Communications in relation to the subject, generally, as hereto annexed, your Committee convened and after the interchange of their views and sentiments do recommend for adoption the Regulations herewith presented. These are, in most instances the same as those now established, the alterations referring more particularly to the establishment of Uniformity in the instruction. To this end they have selected certain Books for teaching Orthography, Reading Grammar and Arithmetic which and which alone, are to be used in all the Schools. They have also established a standard of Pronunciation as established in the Critical Pronouncing Dictionary of John Walker, and have excluded the teaching of Composition, required to be taught by the present Regulation, but in all other respects the same branches will be taught as heretofore with the addition of Punctuation and the use of the Latest Letters.

"The Committee are convinced that much evil has resulted to the Schools from the introduction of too many branches of instruction but more particularly those which are termed the higher branches. These can be taught effectually only by means of a well digested and an increased expensive system of instruction requiring a more constant and



Sir,

In obedience to your request, I will state, that it is my practice to have the bell ring a few minutes before the appointed hour; then to allow about fifteen minutes for the scholars to assemble. — In the morning when the school is settled, the first class of masters read in Morison's Geography abridged, and spell, and also to parse, or recite some useful lesson: the remainder of the forenoon they spend generally in the study of arithmetick. —

The first class of misses read and parse in the sacred extracts, give the definition of words, &c. — The rest of the forenoon they spend in the study of Arithmetick. —

The second class of masters and misses read in Alden's Speaker, spell, give the definition of words, and spend the residue of the forenoon in studying lessons in grammar and the study of Arithmetick. —

Third, ~~fourth~~ and fourth classes of of misses and masters then read in the New Testament, the chapter which they have previously studied: the remainder of the forenoon they spend in studying and spelling a page in Alden's Spellingbook. —

The fifth class of misses and masters, use only Alden's spellingbook; they are kept principally to spelling. —

The third, fourth and fifth classes of misses and masters, have the same page for a spelling lesson in said spellingbook during the day. —

The sixth class of Masters and misses spell in Alden's spellingbook first part. — We make use of Daboll's Arithmetick. —

During the intermission we prepare all the writingbooks. —

In the afternoon, when the scholars are assembled and seated, while we are mending the pens, the first and second classes study the lessons given them for the next morning; and all the other classes the same spelling lesson which they had in the morning: The writing books are then covered, and the afternoon is spent in writing and spelling, and exercising the small children who do not write. —

We spend much time in the important branch of orthography. —

I am aware, that in some instances too much has been undertaken, or too many branches taught for the advantage of the School at large: —

I would suggest for the consideration of the committee, whether any, and what rule can be established respecting the scholars absenting themselves from school, or coming at a late hour; as their parents sometimes cannot, or do not write billets. —

And also respecting the necessity of their furnishing themselves with the necessary books. — I have experienced some trouble on this account. —

exclusive attention of Preceptor and Scholar than is compatible with the original design of our Public Schools.

"An alteration of the hours of commencing the schools, at certain seasons of the year has been made for the better accommodation of all interested, and the whole of commencement week is allowed for a Vacation, more particularly to afford to instructors an opportunity to visit their friends; and a prohibition is added against the dismissal of the schools on any other days than those named in the Regulation, except by permission of the Town Council. The Committee have also prepared a Regulation prohibiting the infliction of corporal punishment by the Usher in the presence of the Preceptor, and another requiring the names of Scholars, who have been grossly negligent in attending school or inattentive to their Studies, to be reported to the Committee at every quarterly visitation.

"All of which is submitted by

"JAMES WILSON,

"for the Com'ee."

#### REPORTS FROM THE PRECEPTORS.

Appended to this report are the following communications which are of remarkable value in giving us an insight into the conditions and methods of the schools in those days.

"SIR:

"In obedience to your request, I will state, that it is my practice to have the bell ring a few minutes before the appointed hour; then to allow about fifteen minutes for the scholars to assemble. In the morning when the school is settled, the first class of masters read in Morse's Geography abridged, and spell, and also to parse, or recite some useful lesson: the remainder of the forenoon they spend generally in the study of arithmetick.

"The first class of misses read and parse in the sacred extracts, give the definition of words &c. The rest of the forenoon they spend in the study of Arithmetick.

"The second class of masters and misses read in Alden's Speaker, spell, give the definition of words and spend the residue of the forenoon in reciting lessons in grammar and the study of Arithmetick.

"The third and fourth classes of misses and masters then read in the New Testament, the chapter which they have previously studied; the remainder of the forenoon they spend in studying and spelling a page in Alden's Spellingbook.

"The fifth class of misses and masters use only Alden's spellingbook; they are kept principally to spelling.

"The third, fourth and fifth classes of misses and masters have the same page for a spelling lesson in said spelling book during the day.

"The sixth class of masters and misses spell in Alden's spelling book, first part. We make use of Daboll's Arithmetick.

"During the intermission we prepare all the writing books.

"In the afternoon, when the scholars are assembled and seated, while we are mending the pens, the first and second classes study the lesson given them for the next morning: and all the other classes the same spelling lesson which they had in the morning: The writing books are then served, and the afternoon is spent in writing and spelling, and exercising the small children who do not write.

"We spend much time in the important branch of orthography.

"I am aware, that in some instances too much has been undertaken, or too many branches taught for the advantage of the School at large.

"I would suggest for the consideration of the committee, whether any, and what rule can be established respecting the scholars absenting themselves from school, or coming at a late hour; as their parents sometimes cannot, or do not, write billets.

"and also respecting the necessity of their furnishing themselves with the necessary books. I have experienced some trouble on this account.

"I would also suggest, that in my opinion the books which are used should be the same in *all* the schools, and under the *immediate* direction of the Council and Committee.

"It is attended with expense and difficulty, suddenly to change the book of a class; and when the change is completed, and all have submitted to it, we may further conceive of the inconvenience by supposing a master in my school of the first class to remove into another district, to enter the school there with Morse's Geography in his hand, and to find that the first class in that school read in Murray's Sequel, or some other book.

"Whether it be proper in this place or not, I would also suggest the propriety of the Fuel, necessary for the schools, being furnished by the Town. The present practice is, for the scholars to pay for the wood by a tax, which I have found by experience to be troublesome, and in my opinion very unequal. Some pay the number of cents called for promptly; but I have generally (in this District) called and called for the tax for a month or more, and at last there have been many who *do not* or *cannot* pay.

"With sentiments of esteem,

"I am Yours,

"JOHN DEXTER.

"PROVIDENCE, June 7, 1820."

"TO THE HON. SCHOOL COMMITTEE:

"Gentlemen:

"The subscriber, Preceptor of the 2d District Public School, in compliance with your request begs leave to state, that in most instances the Rules and Regulations established by the Town Council Oct. 17th 1800, have been adopted.

"In the forenoon, the system of instruction consists in teaching spelling, accenting, and reading, according to the standard of pronunciation, established in the critical pronouncing Dictionary of John Walker, English Grammar, and Arithmetick, and in the afternoon writing. Geography, Arithmetic and spelling.





Prior to this time the Town Council had voted upon the cases of inability to procure books severally.

That Councils were susceptible to influence in these early days might be inferred from the fact that on Sept. 3, 1818, after some days' deliberation the boundary between the first and second districts was established, and that on the 11th day of the following November on petition of Polly Newell and others it was: "*Ordered*, that the prayer thereof be granted and that the line dividing the first and second Districts, be the same as before the revision made on the 3d day of September last; and that the Preceptors be notified thereof accordingly." But on April 19, 1819,—It was "*Ordered* that the line dividing the first and second school Districts be the same after the 27th instant, as heretofore ordered by this Council on the third day of September 1818."

The following resolution adopted at a Town meeting held on the 7th day of June, 1819, is interesting:

"*Voted and resolved* that each and every meeting of the Council and School Committee, for the purpose of visitation or the appointment of an Instructor, the Clerk of said meeting shall keep a record of such of said Committee as attend; and that those members who shall not have been present, in any one year, at two of the meetings for quarterly examination of the schools shall not be eligible at the next annual meeting."

In September, 1819, the fourth district, that on the west side of the river, was divided making a fifth district. The resolution was as follows:

"*Ordered* that the fourth district be divided according to the lines herein after mentioned, viz., beginning at the corner formed by the junction of Pawtuxet Street and Chestnut Street commonly called Seaver's corner, from thence extending Southerly as said Chestnut Street to the junction of said street with Potter Street and thence across said Potter Street to Convenient Street, and from thence to South Street, thence continuing the same course on a straight line to the water commonly called Field's Cove. Then beginning at the corner first mentioned and thence extending Easterly on Broad Street until it come to a point opposite the Southerly end of Snow Street and thence Northerly through said Snow Street to Westminster Street and the same line to be continued to the Cove, on the north side of the West part of the Town, and that from and after the 27th day of October next all that part of the present fourth District lying Eastward of the lines herein before described be considered as the Fourth District, and that all that part of said district lying to the Westward of said line be considered as the Fifth District, and that from and after the said 27th day of October next the school be opened in the new school house in said Fifth District,—That the fourth district school be continued in the house where it is now holden, and that the scholars attend said schools according to the aforesaid districts.—and that the Preceptors of the 4th and 5th district school report lists of the names of the scholars of their respective schools to this Council at the end of one month from the said 27th day of October next."



To the Hon. Town Council, Gentlemen,

Mr. Shaw informs

me that, in consequence of his neglecting to make seasonable application, he is in danger of losing his place; and, that it is the wish of the Council to know whether I request him to be continued.

If it be agreeable to your honours I do request that he may be continued

Gentlemen, I remain with respect your most obt.

Thomas C. Hudson

Thursday Morn.  
April 29 1819

Probably in these early days the boys were sometimes troublesome for we find that the Council passed the following resolution in November, 1819:

"*Ordered* that no scholars be permitted to enter the back yard belonging to the 2d District school, except those who belong to the Public School of that District."

The case of Preceptor Hill of the Fourth District has been before referred to (see page 32), but it seems that the decision of the Council to sustain Mr. Hill did not quiet all complaint.

"A petition signed by Joseph Sweet and others was presented to the Council January 27, 1820, praying that a new Preceptor may be appointed to the fourth district school and stating that 'the public good requires a change' is presented and read and it being received and the merits thereof as of one heretofore presented on the same subject having been discussed and the Committee for visiting said school having reported verbally that the same appears to them to be progressing in improvement,—it is voted that the said Petitioners have liberty to withdraw the said Petitions."

Number belonging to the schools January 27, 1820:

First District,

Mr. Curtis, Preceptor, Misses .....	80	
Mr. Batcheller, Usher, Masters .....	80	
		160

Second District,

Mr. Rawson, Preceptor, Misses .....	102	
Mr. Aborn, Usher, Masters .....	117	
		219

Third District,

Mr. Dexter, Preceptor, Misses .....	60	
Mr. Seagrave, Usher, Masters .....	112	
		172

Fourth District,

Mr. Hill, Preceptor, Misses .....	62	
Mr. Baker, Usher, Masters .....	104	
		166

Fifth District,

Mr. Hartshorn, Preceptor, Misses .....	88	
Mr. Shaw, Usher, Masters .....	128	
		216
Whole Number .....		933

It is to be observed that the preceptor very shrewdly taught the "misses" leaving the "masters" to be taught by the ushers.

Consider the numbers in charge of the poor ushers!

The combination of public and private effort for the equipment of the schools is seen in the following record:

"Council January 31:

"It being represented that a number of gentlemen residing in the fifth school district have procured a bell and placed the same in the belfry of the School house, the cost of which amounted to Forty Dollars, of which sum thirty-two dollars and Twenty-six Cents have been raised by subscription leaving a deficiency of \$7.74 which the contributors request this Council will cause to be paid out of the Treasury, *therefore, ordered* that the balance due for the bell and apparatus amounting to Seven Dollars and Seventy four Cents be paid to Thomas Sprague out of the Town Treasury."

#### REVISION OF THE RULES AND REGULATIONS.

In 1820 a Committee was appointed to revise the Rules and Regulations. Before doing this they obtained from each preceptor a statement in reference to the management of his school and reported at length as follows:

"The Committee appointed to revise 'the Rules and Regulations for the Government of the Public Schools, and to make such amendments and additions to said Rules as they may think advisable,

Report, That having given to the subject the consideration which its importance demanded, and having received from the several Preceptors written Communications in relation to the subject, generally, as hereto annexed, your Committee convened and after the interchange of their views and sentiments do recommend for adoption the Regulations herewith presented. These are, in most instances the same as those now established, the alterations referring more particularly to the establishment of Uniformity in the instruction. To this end they have selected certain Books for teaching Orthography, Reading Grammar and Arithmetic which and which alone, are to be used in all the Schools. They have also established a standard of Pronunciation as established in the Critical Pronouncing Dictionary of John Walker, and have excluded the teaching of Composition, required to be taught by the present Regulation, but in all other respects the same branches will be taught as heretofore with the addition of Punctuation and the use of the Latest Letters.

"The Committee are convinced that much evil has resulted to the Schools from the introduction of too many branches of instruction but more particularly those which are termed the higher branches. These can be taught effectually only by means of a well digested and an increased expensive system of instruction requiring a more constant and



Sir,

In obedience to your request, I will state, that it is my practice to have the bell ring a few minutes before the appointed hour, then to allow about fifteen minutes for the scholars to assemble. — In the morning when the school is settled, the first class of masters read in Merriam's Geography abridged, and spell, and also to parse, or recite some useful lesson: the remainder of the forenoon they spend generally in the study of arithmetick. —

The first class of misses read and parse in the sacred extracts, give the definition of words, &c. — The rest of the forenoon they spend in the study of Arithmetick. —

The second class of masters and misses read in Alden's Speaker, spell, give the definition of words, and spend the residue of the forenoon in reciting lessons in grammar and the study of Arithmetick. —

Third ~~and~~ and fourth classes of of misses and masters then read in the New Testament, the chapter which they have previously studied: the remainder of the forenoon they spend in studying and spelling a page in Alden's Spellingbook. —

The fifth class of misses and masters, use only Alden's spellingbook; they are kept principally to spelling. —

The third, fourth and fifth classes of misses and masters, have the same page for a spelling lesson in said spellingbook during the day. —

The sixth class of Masters and misses spell in Alden's spellingbook first part. — We make use of Daboll's Arithmetick. —

During the intermission we prepare all the writingbooks. —

In the afternoon, when the scholars are assembled and seated, while we are mending the pens, the first and second classes study the lessons given them for the next morning; and all the other classes the same spelling lesson which they had in the morning: The writing books are then covered, and the afternoon is spent in writing and spelling, and exercising the small children who do not write. —

We spend much time in the important branch of orthography. —

I am aware, that in some instances, too much has been undertaken, or too many branches taught for the advantage of the School at large: —

I would suggest for the consideration of the committee, whether any, and what rule can be established respecting the scholars absenting themselves from school, or coming at a late hour; as their parents sometimes cannot, or do not write billets. —

And also respecting the necessity of their furnishing themselves with the necessary books. — I have experienced some troubles on this account. —

exclusive attention of Preceptor and Scholar than is compatible with the original design of our Public Schools.

"An alteration of the hours of commencing the schools, at certain seasons of the year has been made for the better accommodation of all interested, and the whole of commencement week is allowed for a Vacation, more particularly to afford to instructors an opportunity to visit their friends; and a prohibition is added against the dismissal of the schools on any other days than those named in the Regulation, except by permission of the Town Council. The Committee have also prepared a Regulation prohibiting the infliction of corporal punishment by the Usher in the presence of the Preceptor, and another requiring the names of Scholars, who have been grossly negligent in attending school or inattentive to their Studies, to be reported to the Committee at every quarterly visitation.

"All of which is submitted by

"JAMES WILSON,  
"for the Com'ee."

#### REPORTS FROM THE PRECEPTORS.

Appended to this report are the following communications which are of remarkable value in giving us an insight into the conditions and methods of the schools in those days.

"SIR:

"In obedience to your request, I will state, that it is my practice to have the bell ring a few minutes before the appointed hour; then to allow about fifteen minutes for the scholars to assemble. In the morning when the school is settled, the first class of masters read in Morse's Geography abridged, and spell, and also to parse, or recite some useful lesson: the remainder of the forenoon they spend generally in the study of arithmetick.

"The first class of misses read and parse in the sacred extracts, give the definition of words &c. The rest of the forenoon they spend in the study of Arithmetick.

"The second class of masters and misses read in Alden's Speaker, spell, give the definition of words and spend the residue of the forenoon in reciting lessons in grammar and the study of Arithmetick.

"The third and fourth classes of misses and masters then read in the New Testament, the chapter which they have previously studied; the remainder of the forenoon they spend in studying and spelling a page in Alden's Spellingbook.

"The fifth class of misses and masters use only Alden's spellingbook; they are kept principally to spelling.

"The third, fourth and fifth classes of misses and masters have the same page for a spelling lesson in said spelling book during the day.

"The sixth class of masters and misses spell in Alden's spelling book, first part. We make use of Daboll's Arithmetick.

"During the intermission we prepare all the writing books.



"In the afternoon, when the scholars are assembled and seated, while we are mending the pens, the first and second classes study the lesson given them for the next morning: and all the other classes the same spelling lesson which they had in the morning: The writing books are then served, and the afternoon is spent in writing and spelling, and exercising the small children who do not write.

"We spend much time in the important branch of orthography.

"I am aware, that in some instances too much has been undertaken, or too many branches taught for the advantage of the School at large.

"I would suggest for the consideration of the committee, whether any, and what rule can be established respecting the scholars absenting themselves from school, or coming at a late hour; as their parents sometimes cannot, or do not, write billets.

"And also respecting the necessity of their furnishing themselves with the necessary books. I have experienced some trouble on this account.

"I would also suggest, that in my opinion the books which are used should be the same in *all* the schools, and under the *immediate* direction of the Council and Committee.

"It is attended with expense and difficulty, suddenly to change the book of a class; and when the change is completed, and all have submitted to it, we may further conceive of the inconvenience by supposing a master in my school of the first class to remove into another district, to enter the school there with Morse's Geography in his hand, and to find that the first class in that school read in Murray's Sequel, or some other book.

"Whether it be proper in this place or not, I would also suggest the propriety of the Fuel, necessary for the schools, being furnished by the Town. The present practice is, for the scholars to pay for the wood by a tax, which I have found by experience to be troublesome, and in my opinion very unequal. Some pay the number of cents called for promptly; but I have generally (in this District) called and called for the tax for a month or more, and at last there have been many who *do not* or *cannot* pay.

"With sentiments of esteem,

"I am Yours,

"JOHN DEXTER.

"PROVIDENCE, June 7, 1820."

"TO THE HON. SCHOOL COMMITTEE:

"Gentlemen:

"The subscriber, Preceptor of the 2d District Public School, in compliance with your request begs leave to state, that in most instances the Rules and Regulations established by the Town Council Oct. 17th 1800, have been adopted.

"In the forenoon, the system of instruction consists in teaching spelling, accenting, and reading, according to the standard of pronunciation, established in the critical pronouncing Dictionary of John Walker, English Grammar, and Arithmetick, and in the afternoon writing, Geography, Arithmetic and spelling.



Providence June 24<sup>th</sup> 1820

Sir, The branches taught in the school under my care, are nearly the same as are required by the printed regulations, and my system of instruction differs not, essentially, from what is therein contained. The only digression made, of importance, is in the use of books, which are, *Murray's* *Step by Step Grammar*, *Burnings* *Geography & Atlas*, *Dobson's* *Arithmetick* *Key* *Book* in select portions, *New Testament*, *Mason's* *Spelling Book*, & *Catechetical Compend* of General *History* by *Frederick Butler*, introduced by *Mr. Tappin*.

Mr. Amos Lippitt Esq. Yours respectfully,

Amos Lippitt

"The books, which I have made use of in carrying on the above instruction are Alden's Spelling Book 1st & 2d part, the New Testament, Sacred Extracts, English Reader, Murry's Sequel, Daboll's Arithmetick, Murry's Grammar and Cumming's Geography. I would, however, suggest to the Hon. Committee the propriety of substituting some other books in the place of Alden's Spelling Book and Daboll's Arithmetick.

"I have made a practice of hearing the Masters rehearse select sentences once a week.

"With regard to discipline and government, when any scholars prove disobedient and refractory, after being several times admonished, I have made it a rule to expel them from School for a short time. In cases of profaneness, falsehood, and any other wicked and disgraceful practice, I have indiscriminately inflicted corporeal punishment.

"When the scholars have not been punctual in their attendance at the appointed hour, or have not been constant in their daily attendance I have required excuses for absence by a note from their parents or guardians. But this mode has been attended with many inconveniences, and many of the scholars have unnecessarily absented themselves from school especially on the days of the Quarterly visitation—

"As a considerable proportion of the scholars attending this school are either imperfectly supplied with or entirely destitute of books, I would suggest the propriety of adopting some regulations by which they may be furnished.

"All which, is respectfully

submitted by

"Your obt. Servt

"STEPHEN RAWSON.

"PROVIDENCE, July 8th, 1820."

"PROVIDENCE, June 24th, 1820.

"SIR:

"The branches taught in the schools under my care, are nearly the same as are required by the printed regulations, and my system of instruction differs not, essentially, from what is therein contained.

"The only digression made, of importance, is in the use of books, which are. Murray's Sequel & Abridged Grammar, Cummings' Geography & Atlas, Dabols Arithmetick, Holy Bible in select portions, New Testament, Alden's Spelling Book, and a Catechetical Compend of General History by Frederick Butler, introduced by Mr. Taft.

"Yours respectfully,

"MOSES CURTIS.

"MR. JEREMIAH LIPPITT."

"JERH LIPPITT ESQ.,

"SIR

"Pursuant to your request of 10th Inst. I submit the following:—The Books made use of in my school are Alden's Spelling Book, 1st & 2d part;—The Testament, Amer'n Preceptor; Alden's Reader & Murrays Sequel. The Preceptor is too hard for the

third class or even the second; a much better book may be easily compiled, the sentences should be short, and familiar. The Reader is a good book for the 2d class.—The Sequel contains by far too much narrative, and poetry; these naturally create a monotony highly subservient of good reading, and it is too expensive for these schools; one much more suitable may be compiled at half the expence.—

“The branches taught by me are, Spelling in the book, of the small classes, four times a day; and for all other classes, every time after reading; and on Friday afternoons, to get spellings, and spell most of the afternoon.—

“READING. 4th Class four times P. day—3d & 2d three times and 1st class but once.—

“WRITING every afternoon—The pens are all mended beforehand in sufficient number, to exchange for bad ones, after the first supply; in order that my time can be wholly devoted to the writing; and every scholar who can show a clean, good, copy, receives a prize ticket; and whoever produces three of such tickets in a week has a certificate; which entitles him to his pen and ink for the week succeeding, gratis; and 18 tickets, (or 6 certificates, in any one book, gains a Diploma, and a new writing book—

“CIPHERING, in the forenoon—here the reasons, rules and Tables are most essential—

“GRAMMAR. Amongst all the grammars extant, I could find none in all points, as I conceived, suited to my school; I therefore framed one so concise, and easy, that the smallest capacity might comprehend it; and for stronger mind, other resources; of these, I have distributed among my scholars, 70, to be gratis, if committed to memory within the quarter.

“GEOGRAPHY Cummings' Geography and Atlas are made use of in my school.—In teaching this, I have thought proper to point out the most prominent parts of the Globe, and then, those parts with which we have the most intercourse, and most to do.—

“RHETORICK. In this pleasing and usefull branch; in order to combine Morals, with Literature, consonant to the genius of the Pupils, I have composed all the pieces myself—The objects; reading, morals, elocution and literature.

“COMPOSITION. The greatest field for composition, suited to these schools, and formerly taught by me, I conceive to be, Letter writing. Here every species of composition almost, may be exercised: in Letters addressed to scholars of other schools: *their* powers drawer fourth; a high spirit of emulation existed, and the mental faculties and usefull knowledge greatly enlarged.—

“To enter into the minutia of Tuition in my school (especially of Reading) would render this too prolix, but if required, I will make it the subject of farther communication, or state verbally at any time.—I have prior, to your note, furnished Revd Mr. Wilson with some observations on two particulars, which I deemed of consequence, viz. the times of commencing and ending school and the suspension of scholars for delinquency on examination days.

“I would beg leave farther to suggest, whether it might not be well to insert in the School Regulations, That no scholar should be received

For Lippist Eng?

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Pursuant to your request of 30th Inst. I sub-  
mit the following - The Books made use of in my school  
are, Aldens Spelling Book - 1<sup>st</sup> & 2<sup>d</sup> part: The Testament  
Minor: Receptor: Aldens Reader and Murrays Sequel. -  
The Receptor, is too hard for the third class, or even the  
second: a much better book may be easily compiled, the  
sentences should be short, and familiar. The Reader is  
a good book for the 2<sup>d</sup> Class. - The Sequel contains too  
much narrative, and poetry; these naturally create an  
monotony, highly subversive of good reading; and it is too ex-  
pensive for these schools; one much more suitable may be  
compiled at half the expense. -

The branches taught by me, are, Spelling, in the  
book, of the small class, four times a day; and for all other  
classes, every time after reading; and on Friday afternoons, to  
get spellings, and spell most of the afternoon. -  
Reading. 4<sup>th</sup> Class four times a day - 3<sup>d</sup> & 2<sup>d</sup> three times and  
1<sup>st</sup> Class but once.

Writing: every afternoon - The pens are all mended before  
hand, in sufficient number, to exchange for bad ones, after the  
first supply; in order that any time can be wholly devoted to the  
writing; and every scholar who can show a clean, good, copy, re-  
ceives a prize ticket; and whoever produces three such tickets  
in a week, has a certificate; which entitles him to his pen a week  
for the week ensuing, gratis; and 18 tickets, or 6 certificates, in any  
one book, gains a Diploma, and a new writing book. -

Copying, in the forenoon - here the reasons, rules and the  
-bles are most essential. -

Grammar. Amongst all the grammars extant, I could find none in  
all points, as I conceived, suited to my school; I therefore framed  
one, so simple, and easy, that the smallest capacity might compre-  
-hend it; and for stronger minds, other warnings; of these, I have dis-  
-tributed among my scholars 70, to be gratis, if committed to memory within  
the quarter.



into school, or remain therein, unless he, or she, be provided with *all* such Books, as the Preceptor shall deem suitable. As the case now stands—If the Preceptor sends away the deficient—he is generally abused therefor.—

“In regard to disorderly, and wicked conduct, out of school, in the streets, I have uniformly, not only reprov'd, but in some cases inflicted punishment; for I consider this Institution, as designed not only to instruct, but to moralize, to promote good government, order, and tranquility; that so, harmony may dwell in the community, and the opulent be remunerated in the honour of the place, and the pleasant enjoyment of their dwellings and property.

“I know that I am amenable to law for infliction of punishment in this way; but, if the school authority would enact, that all such offenders, whom their parents or guardians might not agree to have properly punished, should be *suspended* from school for a time, according to the crime, as the Preceptor should judge, then the law could not interfere.

“In regard to absence generally, each class is furnished with a list, and the head of the class, or the most capable, calls it over twice a day; and excuses, by note, required for absentees:—but so *yielding and indulgent* is the parental authority, and *cheap* the Tuition, that much of the absence results from the *child*, rather than the parent; and in order to check this evil, so injurious to improvement (in case of the punishment of delinquency on visitation days) I purpose to have every scholars absence continually noted, and placed in a conspicuous place in the school, to be shown the Committee on visitation days.

“I have the honour to be the

“Publicks Obt. Servt.

“CHRISR HILL.

“JUNE 22d, 1820.”

“TO THE COMMITTEE FOR REVISING

THE SCHOOL REGULATIONS

“GENTLEMEN:

“By an intimation from Revd Mr. Wilson, communicated by my usher yesterday, to state my opinion on certain points, relative to said Regulations, beg leave to observe, that in my opinion, the time of alteration in the commencing school, on the 27th April, is too early in the season and ought to be about one month later; as the business of the morning cannot, or is not, accomplished generally in season for school hours—and the time of commencing at 9 A. M. in the fall is too late in the season and for the above reasons should be as early as 1st September—

“That the power for suspending scholars for one month, or to the end of the Quarter, for non attendance on examination days ought to be rested in the Preceptors, and specified in the Regulations; that so, the scholars may have, continually, the thing before their eyes to profit thereby; for it is not only a disregard, and irreverence shown the Committee; but an indignity to their Teachers; who, if they have done their duty in forwarding them, ought to have the merit; and the scholars (if well



done) praise; and if not, or the scholar is in fault, then censure may be placed where it is due. A *certainly* that their *works* (whether good or bad) shall be exhibited by *themselves* will stimulate them throughout the quarter."

The above communication has neither date nor signature.

"PROVIDENCE, June 20th, 1820.

"SIR:

"According to your request I send you the following list of books used in the Fifth District School, viz.

Murray's Sequel, Cummings Geography with Atlas,  
Morse's Geography, Butler's Compend of History.  
Alden's Speaker, Blair's Universal Preceptor,  
American Preceptor, Abridgement of Murray's Grammar,  
New Testament & Daboll's, Adam's, Root's and the  
Alden's Spell. Book, Youth's Arithmetic.

"The system of instruction is nearly the same each week.—In the morning, care is taken to mention the lessons for the day—fifteen minutes or more are employed in the exercise of spelling—after which the reading commences—in pronunciation, generally following Walker whose dictionary we use.

"After reading, the recitations begin which consist of Geography, History, Definitions, Multiplication and other Arithmetical Tables. In the afternoon Spelling as before, Writing, Parsing; afterwards, when time allows, some Reading and Spelling.—Composition every other week by the highest classes.

"I am, sir, yours respectfully.

"THOMAS C. HARTSHORN.

"JEREMIAH LIPPITT, Esquire,"

The committee above mentioned reported the following Rules and Regulations, which were adopted:

"REGULATIONS FOR THE INSTRUCTION AND GOVERNMENT OF THE PUBLIC SCHOOLS IN THE TOWN OF PROVIDENCE.

"The Public Schools are established for the general benefit of the community: And all children, of both sexes, having attained the age of six years, shall be received therein and faithfully instructed, without preference or partiality.

"The Instruction shall be uniform in the several schools, and shall consist of spelling, Reading, the use of capital letters & Punctuation, Writing, English Grammar & Arithmetick.

"The Pronunciation shall be uniform in the several schools & the standard shall be the Critical Pronouncing Dictionary of John Walker.

"The following Books, and none others, shall be used in the several schools, viz: Alden's Spelling Book, first & second part, New Testament, American Preceptor, Murray's Sequel to the English Reader, Murray's Abridgment of English Grammar & Dabols Arithmetick.

"The scholars shall be put in separate classes according to their several improvements, each sex by itself.

"The Schools are statedly to begin and end as follows: From the first Monday in October to the first Monday in May to begin at 9 o'clock a. m. and end at 12 ock. M.: and half past one ock P. M. & end at half past four ock. P. M. From the first Monday in May to the first Monday in October, to begin at 8 ock. a. m. & end at 11 ock a. m.; And at 2 ock. P. M. and end at 5 ock P. M.

"The Scholars shall be excused from attending the schools on Saturdays, on Christmas day, on the 4th day of July, on public Fasts & Thanksgiving, on the last Monday in April, on the day of Regimental Training; on the day succeeding each quarterly visitation and during the whole of Commencement Week. But on no other days shall the Preceptors dismiss the Schools without permission obtained from the Town Council.

"As Discipline and good Government are absolutely necessary to improvement it is indispensable that the scholars should implicitly obey the Regulations of the Schools.

"The good morals of the Youth being essential to their own comfort & to their progress in useful knowledge, they are strictly enjoined to avoid idleness & profaneness, falsehood & deceitfulness, and every other wicked & disgraceful practice; and to conduct themselves in a sober, orderly & decent manner both in & out of school.

"If any scholar should prove disobedient & refractory, after all reasonable means used by the Preceptor to bring him or her to a just sense of duty, such offender shall be suspended from attendance & instruction in any School, until the next visitation of the committee. Each Scholar shall be punctual in attendance at the appointed hour and be as constant as possible in daily attendance and all excuses for absence shall be by note, from the Parent or Guardian of the scholar.

"It shall be the duty of the Preceptors to report at each quarterly visitation the names of those scholars who have been grossly negligent in attending school or inattentive to their Studies.

It is recommended to the Preceptors, as far as practicable, to exclude corporal punishment from the schools, and particularly that they never permit it to be inflicted by their ushers in their presence, or at any time by a scholar.

"That they inculcate upon the scholars the necessity of good behaviour during their absence from school. That they endeavor to convince the children by their treatment that they feel a parental affection for them, and never make dismissal from school at an early hour a reward for good conduct or diligence, but endeavor to teach the scholars to consider being at school as a privilege & dismissal from it as a punishment.

"That they endeavor to impress on the minds of the scholars a sense of the Being & Providence of God & their obligations to love & reverence Him,—their duty to their parents & preceptors, the beauty & excellency of truth, justice & mutual love, tenderness to brute creatures, the happy tendency of self government and obedience to the dictates of reason & religion; the observance of the Sabbath as a sacred institution, the duty which they owe to their country & the necessity of a strict obedience to its Laws, and that they caution them against the prevailing vices."

It will be noticed that geography is excluded both from the course of study and the list of text books and that a standard of pronunciation has been adopted.

The vacation at commencement has been lengthened to include the whole of commencement week.

In the Annual Report of the School Committee made July, 1820, the committee state that they have selected certain books for teaching orthography, reading, grammar, and arithmetic, and add:

"The committee are convinced that much evil has resulted to the schools from the introduction of too many branches of instruction, but more particularly those which are termed the higher branches. These can be taught effectually only by means of a well digested and an increased expensive system of instruction requiring a more constant and exclusive attention of Perceptors and Scholars than is compatible with the original design of our Public Schools."

The cry against "the higher branches" then had the same standing as the cry against "fads" has in this generation.

Numbers October 25, 1820:

"First District.....	59 Masters	
	62 Misses	121
Second District .....	69 Misses	
	97 Masters	166
Third District .....	108 Masters	
	36 Misses	144
Fourth District .....	111 Masters	
	82 Misses	193
Fifth District .....	76 Masters	
	60 Misses	136
Total .....		760"

#### SCHOOL CONDITIONS.

An interesting glimpse of school and social conditions is afforded by the following extract from the minutes of the Council:

"On the Complaint of John Dexter, Preceptor of School 3d District that Henry Cozzens a black Boy had broken one of the Windows in the School House, it is ordered that the said Henry and Richard Cozzens Jr., both Sons of Richard Cozzens a Man of Colour be bound out to Service as soon as Some suitable person can be found to take Indentures of them."

"Upon the petition of Walker Harding and others relative to the alteration of the Boundary Lines between School Districts No. 2 and No. 4. on account of alleged Incapacity and undue Severity in Government on the part of Mr. Christopher Hill preceptor of the said fourth District

School, it is voted that it is inexpedient to alter said Districts upon the ground alleged in the said petition."

"RESOLVED that the petition of Walker Harding and others be referred to George Benson, Lemuel H. Arnold, and Jeremiah Lippitt, as a Select Committee to consider and further investigate the Subject matter thereof and report to this Board on the Day of the next quarterly visitation."

"The Committee appointed on the 11th of July instant to confer with Mr. Hill on the Subject Matter of the petition of Walker Harding and others make the following report:

"We the Subscribers appointed a special Committee by the Hon. Town Council and School Committee to investigate the Subject of the petition of Walker Harding and others beg leave to report that they have attended to the duties of their said appointment and from the Representations of Mr. C. Hills Friends communicated by us to the petitioners, they are content to withdraw their petition, and we therefore recommend that no further order be taken thereon."

"PROVIDENCE, July 26, 1821."

"A Communication is received from Mr. Christopher Hill in writing signifying his intention of resigning at the Termination of the quarter ending in October—which is ordered to be put on File, and the Resignation of Mr. Hill is thereupon accepted."

At a meeting of the Council on the 8th of April, 1822, it was—

"Ordered that there be delivered the following named Children, Scholars at the 2d District School, Books as follows, to wit:—

Sarah Hopkins Greene,	1	Preceptor	2d	part	Alden
Catharine Hawkins Greene,	2d	part	Alden	Spelling Book,	
Elizabeth W. Greene,	1	Testament & Spelling Book	2d	part.	
Caroline Trainer Vinton,	1	Spelling Book	2d	part.	
Mary Jane Vinton,	1	"	"	"	"
Mary Elizabeth Low,	1	"	"	"	"
Samuel Low,	1	"	"	"	"
Rachel Maxfield	1	Testament.			

"The above Books deld."

The indisposition of some parents to provide books for their children was a matter of great annoyance to the Council. In April, 1822, they resolved on sterner measures and adopted the following circular letter to the preceptors of the schools:

"MR..... SIR—

"The Town Council annex for your Information and Government a Resolution of the School Committee adopted at their Meeting on the 25th Instant. to wit:

"That the Preceptors of the Public Schools in this Town attend personally on the Parents, Guardians and others having Charge of Children who attend their respective Schools and inform them that unless

they are furnished with suitable Books, or make it appear satisfactorily, that they are not able to procure these, that they will be liable to be dismissed from School.

"The Council hope that in performing this Service you will endeavor to impress those having Charge of Children of the above Description with a Sense of the Importance of furnishing Books as little Benefit can be had without them and that one Week is allowed for the purpose of furnishing themselves.

"You will take the Names of all who are not furnished and enquire how long they have resided in this Town and designate those who may attend to this order and those who do not, and make Return to this Council on Monday next."

We find this matter again and again referred to in much the same form.

On the 16th day of September, 1822, a new subject was added to the overloaded course of study, as we learn from the following record :

"The Committee to whom was heretofore referred the subject of changing the Books in the Schools report verbally that in their opinion the Study of Geography would advance the Interest and raise the Credit and Respectability of the Schools; which Report is accepted and the same Committee continued with power to report at the next Meeting agreeably to the Vote first passed on the Subject."

#### JOHN HOWLAND'S ACCOUNT OF THE SCHOOLS.

An interesting account of the schools of Providence is given in 1824 by John Howland in answer to a communication from the school committee of Newport :

"1st. Of how many pupils do the schools consist? The average number in the winter season is about nine hundred, in summer eight hundred; the school-houses are calculated to accommodate two hundred each.

"2d. Are there one or more masters to a school? One master and one usher to a school.

"3d. At what age are pupils admitted, or at what age discharged? The children are admitted at the age of six years, the time of continuance not limited. Before the establishment of the public schools the means of education were very limited, and on their being opened, the scholars were of all ages between six years and twenty, there are now but few over fourteen years, mostly from six to twelve. Although the age for admission as a general rule, is six years, yet the preceptors receive some under that age, when they belong to a family from which older children attend; but when the number in a school is two hundred or more, which has frequently been the case, then all under six are excluded.

"4th. Are females admitted? Females are admitted. The school-rooms have an aisle lengthwise through the middle, the boys occupy one side, the girls the other; the floors rise from the side of the broad alley

to the walls, and there is a desk and a seat for every two scholars; the size of the room fifty feet by thirty.

"5th. Does the method of instruction differ from that practised in ordinary schools? The method of government and instruction differ materially from that practised in schools before, or at the time the public schools were established. The old pedagogue system of the cow-skin and the ferule is laid aside. The government partakes more of the paternal character; the boys have the appellation of masters and the girls of misses; emulation is excited by promotion to a higher class, and by public commendation by the preceptor, of particular instances of attention to order or improvement. The upper class of boys are supposed to be in the character of young gentlemen, and the misses are addressed as young ladies. After all, the application of the general system of government depends much on the peculiar qualifications and address of the preceptor; he is not addressed by the term master, that is exclusively applied to the boys. The number of males exceeds the number of females, probably about one-fifth through winter, but in the summer season they are nearly equal.

"6th. What are the branches taught? This may be answered generally, by an extract from the first regulation, viz.: 'The principal part of the instruction will consist in learning spelling, accenting, and reading, both prose and verse, with propriety and accuracy, and a general knowledge of English grammar, and composition; also writing a good hand, according to the most approved rules, and arithmetic,' &c.

"7th. What is the expense of each and all the free schools in Providence?

Five masters, \$500 per year, each,	\$2,500
Five ushers, at 250 dollars each,	1,200
	<hr/>
	\$3,750

"To this may be added necessary repairs of schoolhouses, stove pipes, etc., and a few books furnished occasionally to poor children by the town council.

"8th. What are the results of the system? As to the effect which the public schools have had on the state of society, the evidence must be circumstantial, as it is impossible to tell what would have been the case had they not been established; but the circumstances are so numerous and co-incident, that they appear to establish the fact beyond a doubt, that they have been highly beneficial. Many of our citizens who pay through the tax collector for their support, and who, having no children of their own to instruct, care but little about the education of others: but from their observation of the good effect of the schools in their own neighborhood, or in the town at large, are now among the most zealous for their support."

"Up to this time, I had never seen a grammar—a sorry confession for a school committee man, some may think—but observing that 'The Young Ladies' Accidence' was used in the Boston schools, I sent to the principal bookseller in that town, and purchased one hundred copies for the use of ours. For whatever accuracy I have obtained in writing, I am indebted to observation and practice.

"The introduction of grammar was quite an advance in the system of education, as it was not taught at all except in the better class of private schools. The same was true of geography, which had never been taught before. Geographies could not be bought in this town, so I sent to Boston and purchased as many as were wanted for our schools. Dr. Morse, of Charlestown, had published the first volume of his geography, and that was the work we adopted. Many thought it an unnecessary study, and some in private objected to it because it would take off their attention from arithmetic. But it met with no public opposition."

#### GROPING FOR LIGHT.

The desire of the Council for the improvement of the schools and their blind groping toward the light are seen in the following resolutions adopted in July, 1826:

"RESOLVED, that the Preceptors of the Public Schools be requested to report at the next Meeting of the Council and School Committee in October next, their opinions whether any Improvement may be made in the Mode of Instruction, and if so, to give their Views of such Improvement in the Art of writing among the Scholars of the several Public Schools."

"WHEREAS Specimens of the Handwriting of several of the Scholars belonging to the several District Schools under the Preceptorship of Mr. Baker have been exhibited at this visitation creditable to the performers, and as such Exercises are calculated to excite a Spirit for Improvement in the Schools, it is ordered, that it be recommended to all the preceptors of said Schools to encourage similar Exercises among their Scholars, to be presented at every quarterly visitation."

As a result of suggestions made in October, 1822, and reported upon by committees at various times, the following action was taken October 26, 1826:

"The Report of Messrs. Pickering and Danforth made at the last Meeting of the Council and School Committee and referred to this Meeting is called up and is again read—Said Report being as follows, to wit—

"TO THE TOWN COUNCIL AND SCHOOL COMMITTEE OF THE TOWN OF PROVIDENCE:

"The Subscribers members of the Committee to whom was referred the subject of a change in the books used in the Public Schools or addition to them beg leave to report that having attended to the duties of their said appointment they recommend that the following be introduced Easy Lessons in reading Joshua Leavitt a work well calculated for the use of younger classes, and conveying much useful instruction in language adapted to their comprehension—also the Brief Remarks, a work well known in all parts of this Country being a revised edition

of essays which originally appeared in a newspaper of a neighboring State and which are replete with practical hints for the guidance of youth and age, is reputable for its literary character, and has been introduced into Schools in other places—also Woodbridge's Geography and Atlas, work of much merit and embracing in a small compass all the geographical information that is useful to youth in Schools.—”

“And the same having considered is received and the recommendation of the Books is adopted.—”

#### PRIMARY SCHOOLS.

In April, 1823, an important change in the school system was proposed but met with too great opposition to be immediately adopted. The resolution was as follows:

“RESOLVED that a Committee be appointed to consider the Expediency of instituting primary schools for Children from five to eight Years of age, to be taught by Females and to report the probable Increase of Expense, if any, which would accrue from the Establishment of such Schools to report at the next Meeting of this Committee.”

This rested until April, 1827, when “Messrs. Grinnell and Danforth are appointed to prepare the lower part of the School House fourth District for a Woman's School, and to procure a suitable Room for another School for a female Teacher, and when ready to make report to the Council.”

“Messrs. Grinnell and Danforth appointed on the 13th Instant to procure a suitable Room for a School to be kept by a female Teacher. Report that such a Room near the 5th District School House can be obtained for Sixty Dollars a year, It is recommended that said room be obtained.”

“Messrs. Grinnell and Danforth Report that they have engaged Miss Carr as preceptress of the female fifth District School and have this Morning set off a Portion of that School for the Female School.”

That arithmetic held a paramount place in school studies and that its interests were jealously guarded may be judged from these resolutions adopted on the 23d day of July, 1827:

“RESOLVED that it be recommended to the Committee of the Council appointed to set off a portion of the 4th District School for a female School, to make enquiry whether a sufficient attention be paid to the study of Arithmetic in said School.—”

“RESOLVED that it be recommended by this Committee that no male pupil in the public schools shall commence the study of Geography until he shall have pursued the Study of Arithmetic as far as practice, nor shall any female pupil study Geography until she shall have pursued the Study of Arithmetic as far as Compound Division.”



This indicates a grading and shows also that less was required in arithmetic of the "misses" than of the "masters." Translating these requirements into the terms of modern grading they indicate that girls might begin the study of geography at their entrance into the grammar grades; but that boys could not take up this subject until about one and one-half years later.

#### PRESIDENT WAYLAND AND THE PUBLIC SCHOOLS.

This was evidently a period of unrest in the community in reference to the schools. This uneasiness is made evident by the following resolution adopted January 24, 1828:

"RESOLVED, That Frances Wayland, Thomas F. Waterman and William T. Grinnell be requested and directed to visit all the schools under the care of the common council, report the Books used in each school, the studies pursued the age at which the scholars are admitted, the average amount of absence and whatever else may seem to them important and suggest such alterations and amendments in the general system of instruction, and such regulations for the general government of the schools as they may deem expedient."

In this report President Wayland recommends the establishment of primary schools, grammar schools and a high school. He further recommends the trial of the monitorial plan of instruction then pursued in Boston.

He says: "The plain fact is that we must construct a system upon the supposition that there will be from 150 to 200 scholars to a teacher or to a teacher and an assistant.

The report closed with four recommendations:

First, That the school committee be divided into two committees to be denominated the primary school committee and the grammar school committee.

Second, That primary schools be established for the instruction of children from four to seven years of age.

Third, That one of the common schools be established on the monitorial system, and that the committee having it in charge be authorized to introduce into it such books and make for it such regulations for the time being as they may deem proper.

Fourth, That a public high school be established.

The second and third of these recommendations were at once adopted. The last came to realization about fifteen years later.

The following minute appears on the records of the School Committee:

This committee made report to the School Committee and the following minute appears on the records of the School Committee:

"The committee appointed at the last meeting of the school committee to suggest such alterations and such regulations and amendments in the general system of instruction for the government of the public schools in this Town have made report and said report having been read, is received, and it is ordered that said report be printed in a Pamphlet form for the information of the citizens generally, that the business of printing and circulating be done at the discretion of the Town Council."

"It is recommended to the Town Council to adopt in one of the Public Schools in this Town the method of teaching on the monitorial system."

#### A NEW ERA.

By act of the General Assembly adopted in January, 1828, the several towns of the state were empowered to maintain schools and to elect a school committee who should make rules for the government of the schools, appoint teachers, and certify bills for the payment of teachers and all other expenses of the schools.

This act transferred the custody and control of the schools from the town council to the town school committee, and was the beginning of a new era in the management of the schools—the management of the schools by the school committee instead of by the Town Council.

On the second day of June in the year 1828, the Freemen of the town of Providence voted to elect a committee of twenty-one persons, five of whom were elected at once and empowered to place in nomination the remaining sixteen members who were duly elected on the 11th day of June.

This committee organized by electing Asa Messer, President of Brown University, President of the committee, and Walter R. Danforth, Secretary.

The president appointed a committee on qualifications, a committee on rules and regulations, a committee on accounts, and a committee to visit the schools monthly.

The salaries of Preceptors were fixed at.....	\$500
Ushers .....	250
Preceptresses .....	175

At a later meeting Regulations for the government of the schools were adopted.

From these regulations the following extracts are taken:

"2d. The branches taught in the Primary Schools shall be reading and spelling; and the books used for instruction therein shall be the following and no other: viz. the New York Primer; Alden's Spelling Book, first and second parts; Easy Lessons and the New Testament.

"3d. Children of both sexes of the age of four years and upwards may attend the primary schools in their respective districts and no other until they are transferred to the writing schools as is herein after prescribed.

"4th. The branches taught in the writing schools shall be spelling, reading, the use of capital letters and punctuation, writing, arithmetic, the rudiments of book keeping, English grammar, geography and epistolary composition; and the books used shall be the following and no other, viz. Alden's Spelling book, second part, the new Testament, the American Preceptor, the Brief Remarker, Murray's Sequel to the English reader, Smith's Arithmetic, Murray's Abridgment of English grammar and Woodbridge's small Geography.

"7th. The Preceptress of each primary school shall at every quarterly visitation, present to the visiting committee a list of all such of her scholars as are able to read fluently in the new Testament and are of the age of seven years or upward; and the committee visiting said primary schools shall after examination decide what scholars shall be transferred to the writing schools, a list of whose names shall be forthwith sent to the preceptors of the writing schools to which they are so transferred and shall entitle them to admission therein."

"7th. The quarterly examinations of the schools shall take place on the days appointed for the regular meetings of the Committee, and the President shall designate the school that each member of the committee shall visit. And after each examination the committee shall meet to confer on the progress and situation of the several schools, ascertain the number of scholars attending each and attached thereto, and transact all such business as they may deem expedient."

The following report of the schools in Providence in 1828 was prepared for the Rhode Island American and Gazette of January, 1828, and is found in Barnard's Journal of the Rhode Island Institute of Instruction :

"PROVIDENCE.—There are eight public schools in this town, at which about nine hundred children are taught. Six or seven academies where the higher branches are taught, including the Friends' Seminary, and probably eighty or ninety private schools. In 1821, a regular return was made of all the schools in town. Exclusive of the public schools, there were then ten men's schools, and forty-four kept by females. Since then this number has greatly increased. The expense of the public schools paid by tax on the inhabitants, is not much short of \$5,000. The amount paid by parents for private tuition is doubtless double that sum, making at the lowest estimate \$15,000, annually paid for the tuition of the children of Providence. It is obvious, therefore, that in a pecuniary point of view, Providence will gain nothing by the system of free schools becoming general, as she would pay much more into the treasury towards the support of schools in other towns than she would be entitled to draw out, besides making up the deficiency in the support of her own schools. Inhabitants in 1820, 11,767; since increased to upward of 17,000."





PRESIDENT ASA MESSER, D. D., LL. D.

A uniform system of penmanship was adopted for the schools and the preceptors directed to teach their older pupils the art of making pens—in 1829.

The sub-committees of the Second and Third District schools were authorized to place in each of the writing schools in those districts a blackboard to aid the scholars in their geographical recitation.

This was probably the beginning of the use of blackboards in our schools: It indicates also the attention given to map study.

January 28, 1829, it was "RESOLVED that the sub-committees be authorized to expel any disobedient and disorderly scholars in either of the Primary or Writing Schools under the superintendence of such committee."

"RESOLVED that the committee for examining candidates be authorized to appoint an assistant to the preceptress of the Third District Primary school: and that the annual compensation of One hundred dollars, be allowed to such assistant."

#### THE UNION TEXT BOOKS.

One of the Preceptors, Mr. Angell, prepared a series of five books which he called The Union No. 1, etc. These books contained all the topics of the course in the proper order for study, and must have done much to unify the work of the schools. It would be interesting to see copies of these early books; but none have been found.

In the fall of 1830 the school committee adopted The Union Nos. 1, 2, and 3, in place of all books used in the primary schools, except the New Testament.

These books were to be sold to pupils at 8 cents, 14 cents, and 17 cents respectively.

The following June, The Union Nos. 3, 4, and 5, were introduced into the writing schools in place of Alden's Spelling Book, second part, American Preceptor, and the Brief Remarker.

In August of the same year a committee was appointed to confer with the publishers of The Union concerning the manner in which the books are bound with authority to state that unless an amendment be made in this respect the committee will deem it their duty to discontinue the use of said books.

In June, 1828, Asa Messer, President of Brown University, was elected President of the School Committee, and was re-elected in 1829 and 1830.

In 1831, Rev. Dr. Henry Edes was elected President but declined to serve; whereupon Dr. Messer was re-elected.

The following year Samuel W. Bridgham, the first Mayor of the city, became President of the School Committee.

Dr. Messer, however, remained a member of the committee until 1833.

In the report of the committee for May, 1832, it is stated: The schools "the Committee think are generally in a flourishing condition. Perhaps no part of the country, Boston excepted, is better furnished with schools than this City; and it is gratifying to observe how ready the citizens advance their money for the support of an Institution so charitable, beneficial and republican."

And yet, notwithstanding this favorable report the dissatisfaction with the work of the schools evidently continued in some minds, for we find the school committee adopted the following resolution:

"RESOLVED, That the subjects of Geography, Grammar, and Arithmetic, as at present taught in the Public Schools be referred to select Committees for consideration, and that they be requested to report with as little delay as possible, what alterations, if any, should be made in the method of teaching the same now pursued; and what changes, if any, are required in reference to the books employed for that purpose."

#### "RULES AND REGULATIONS, JUNE, 1832.

"The branches taught in the p'y schools shall be reading and spelling.

"Children 4 years old and upward admitted and retained until they could read fluently in the New Testament and were at least 7 years of age."

The branches taught in the writing schools were spelling, reading, the use of capital letters and punctuation, writing, including ornamental penmanship, arithmetic, bookkeeping, grammar, geography and composition.

In the report for 1833 the Committee state that one of the reasons for the increased cost of the schools has been the supply of said schools with fuel, and add: "The Schools have been heretofore mainly supplied with fuel by assessment made by the teachers upon the scholars, but so much complaint has been made of the inequality of these assessments, the difficulty of collecting them (There being no means of enforcing payment except by expelling the delinquents from the schools, which the Committee did not think the spirit of the law, or the great object of it, would justify them in doing), and the inability of many to pay their assessments and the difficulty of determining such inability wherever it may be set up as an exemption, that the Committee have concluded to abolish that course entirely and to supply the fuel wholly by drawing on the Public Treasury.

"They could not discern any reason for a distinction between this and any other necessary means of supporting the public schools. If the

Schools are to be free schools they deem that they ought to be, not partially, but wholly such."

Under the new arrangement the cost of fuel for the year was \$93.45.

Thomas W. Dorr was elected a member of the School Committee in 1834, and soon became one of the most interested and efficient members.

The tendency of schools to drift away from work which is not examined and on which the pupils are not occasionally tested is indicated in the following:

Professor Caswell in 1835 offered the following preamble and resolution and they were adopted:

"WHEREAS it appearing that the new testament has been but seldom used as a reading book in the writing schools of this city, therefore

"RESOLVED, that the several preceptors of said schools be directed to have portions of the new testament read daily by the two upper classes and at suitable times, by all the other classes."

#### THE EDUCATIONAL REVIVAL, 1837, AND YEARS FOLLOWING.

Early in the year 1837, the subject of reorganizing the school system was again introduced to the City Council, by a memorial from the "Providence Association of Mechanics and Manufacturers." To this association belongs the honor of having presented to the General Assembly, in 1799, a petition, the *first* document ever laid before that body on the subject of public education, praying for the establishment of "Free Schools" throughout the State. At this time, the association, true to its original spirit, addressed the following memorial and resolutions to the City Council:

#### "TO THE CITY COUNCIL OF THE CITY OF PROVIDENCE:

"The undersigned, in behalf of the Providence Association of Mechanics and Manufacturers, respectfully represent: That

"At a meeting of the Association, held on Monday evening, January 30, 1837, the accompanying resolutions were unanimously adopted:

'RESOLVED, That no subject can be of more importance to the inhabitants of this city, than the education of the rising generation.

'RESOLVED, That as the members of this association were the pioneers in the establishment of the public schools, they manifested a most laudable zeal on that subject.

'RESOLVED, That the public schools of this city come far short of the wants of the community, and are much inferior in their character to the public schools in neighboring cities.

'RESOLVED, That the public schools can and ought to be made equal to the private schools, so far as relates to the common branches now taught.



'RESOLVED, That two of the greatest evils now existing, as respects public school instruction are the great number of scholars in each school, and the small salaries paid to the teachers.

'RESOLVED, That an increased number of public schools ought to be established in this city as soon as practicable.

'RESOLVED, That a committee be appointed to draft a memorial to the City Council, on the subject of public schools, in conformity with the recommendation of the Select Committee, to report at an adjourned meeting, to be held on Saturday evening next.'"

"In accordance with said resolutions, the following memorial was reported and approved at the adjourned meeting, and directed to be signed by the President and Secretary, and presented to the City Council:

"Your memorialists have long considered that the public schools, as at present conducted in this city, are wholly inadequate to the wants of the community, and fall far short of what might be expected from its present opulence. It is the opinion of this Association, that unless a more liberal system of public education is pursued, the children of the poorer classes must grow up in comparative ignorance; and that the laxity of morals, and loss of an honest pride in their own capacities, which would result from this state of things, would more than outweigh the increased expense which would be necessary to arrest it.

"Your memorialists have been struck with one fact, to which they would respectfully solicit particular attention. It has been argued by some, (and perhaps the argument has attracted the consideration of your honorable body,) that the instruction of youth in the public schools, is a heavy tax upon the middling classes, without an adequate return, as they do not participate in the benefit of this public instruction. This argument, which is evidently weighty in the present condition of these schools, would be destroyed if they were raised to the condition desired by your memorialists. Why is it that the middling classes do not become participants in this instruction? There is evidently but one reason. They perceive that the crowded state of the schools alone, would prevent proper attention to the pupil; and they are aware that with the small sum which the instructors receive, it is difficult to procure and retain the services of competent persons to fill the station. But let the schools be made so numerous that the scholars may receive as much attention as they do in the private schools, and let the salaries be so large as to induce men of equal ability to take charge of them, and that which is now considered as a tax, would then be viewed as an alleviation of one of the heaviest burdens put upon the middling classes.

"Your honorable body have, no doubt, in the consideration which you have given the subject, perceived how far we are behind our neighboring cities in this particular. Whilst they are constantly aiming at perfection in their free school system, we have been at a stand, or retrograding. To us, this is a matter of serious concern, inasmuch as in proportion to our inferiority in this particular, we are liable to become inferior in every other matter which requires intelligence, industry, and enterprise.

"In evidence of these statements, it is found that the number attending public schools in this city, in 1836, was.....		1,456
Private schools .....		3,235
Attending no school .....		1,604
Amount actually paid for public schools from June 1835, to June 1836, by the City.....		\$5,936 34
		<hr/> \$7,461 99
Amount paid for private school instruction, over....		\$20,000 00
Number attending public schools in Boston in 1836.....		8,847
Number attending private schools.....		4,000
Amount paid for public schools.....		\$ 88,000 00
" " " private " .....		100,000 00

There are about 50 per cent more attending private school instruction than public, in this city; while in Boston, *three-fifths* of the whole number, 12,848, are attending the public schools.

"Boston, containing a population of about 80,000, pays \$88,000; and Providence, whose population is about 20,000, pays \$7,461. Should Providence pay \$22,000, instead of the sum above stated, her public schools might then be equal in standing, and perhaps nearly adequate to the actual wants of the community.

"To remedy the defect in our present system, your memorialists would suggest that a grade of schools be established between the primary and writing schools, for reading, writing, and arithmetic only, the design of which is to give a thorough instruction in these branches to those children whose parents need their services at as early an age as twelve or thirteen years, and who, under the present arrangements, are compelled to leave school with a very superficial knowledge of those branches which are so necessary for obtaining a livelihood in any business. It must be obvious, that without a thorough knowledge of reading, writing, and arithmetic, the purposes of education are not, in any important degree, answered. And they would further suggest, that in addition to grammar and geography, now taught in the writing schools, such of the higher branches should be added as might be deemed most useful.

"To effect an essential reform in our public school system, great expense must necessarily be incurred; and your memorialists, who represent a large portion of the heads of families of the city, would meet this increased expense with hearty encouragement. They need but the assurance that the schools shall be adequate to the purposes of education, to stimulate them to unremitting efforts for their support and maintenance; and they feel confident that they would be met with corresponding efforts on the part of the inhabitants of the city generally.

"Your memorialists are convinced that the present is the time to commence this work of reform. The amount which will be received from the Government, and devoted to education, will considerably alleviate the expense in the outset; and the inhabitants of the city are now so well convinced of the necessity of effort, that any appropriations for this object would no doubt meet with their approbation.

"SAMUEL TINGLEY, JR., *Secretary.*

"GEORGE BAKER, *President.*"

An ordinance in relation to the Public Schools was adopted by the City Council, April 9, 1838, which seems modern in many of its provisions.

It provided for one High School, Six Grammar and Writing Schools, and Ten Primary Schools:

"SEC. 2. That each Primary School shall be under the care of a principal and one assistant teacher and the rudiments of an English education shall be taught therein. That each Grammar and Writing School shall be under the care of a Master and at least two female assistant teachers, or one male assistant teacher, at the discretion of the school committee; and the ordinary branches of an English education shall be taught therein. That the High School shall be under the care of a Preceptor and one or more Assistant teachers, and thorough instruction shall be given therein in all the branches of a good English education; and instruction shall also be given therein, to all the pupils whose parents or guardians may desire it, in all the preparatory branches of a classical education."

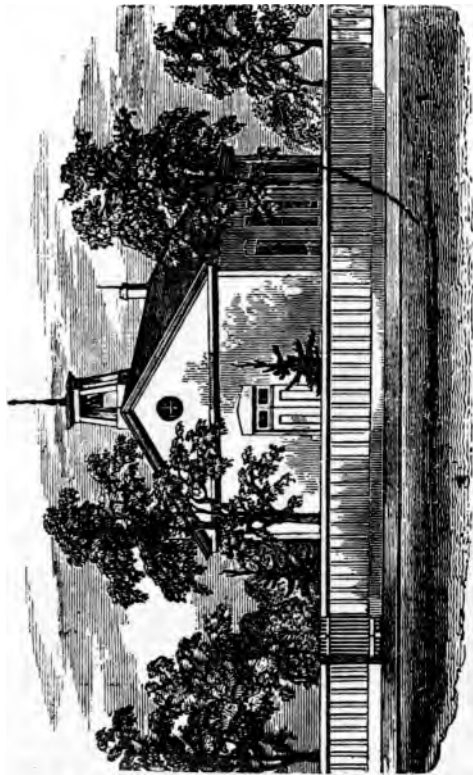
"SEC. 3. The High School shall not at any time contain more than two hundred pupils, of which number not more than one hundred shall be females, except when the number of male pupils shall be less than one hundred; in which case, an additional number of females may be admitted, until the School shall be filled, under such conditions as the School Committee may prescribe."

"SEC. 5. That the School Committee be and they are hereby authorized and requested to appoint annually a Superintendent of the Public Schools, who shall perform such duties in relation to the public schools as said Committee may from time to time prescribe, said Superintendent to be subject to removal at any time by the School Committee in case of inability or mismanagement."

"SEC. 11. That it shall be the duty of the Aldermen and members of the Common Council from each of the wards of the city, on or before the first Monday in May in each year, to recommend to the City Council, three candidates for election as members of the School Committee, for the ensuing municipal year, which recommendation shall be made by filing a list of the names of such candidates in the office of the City Clerk."

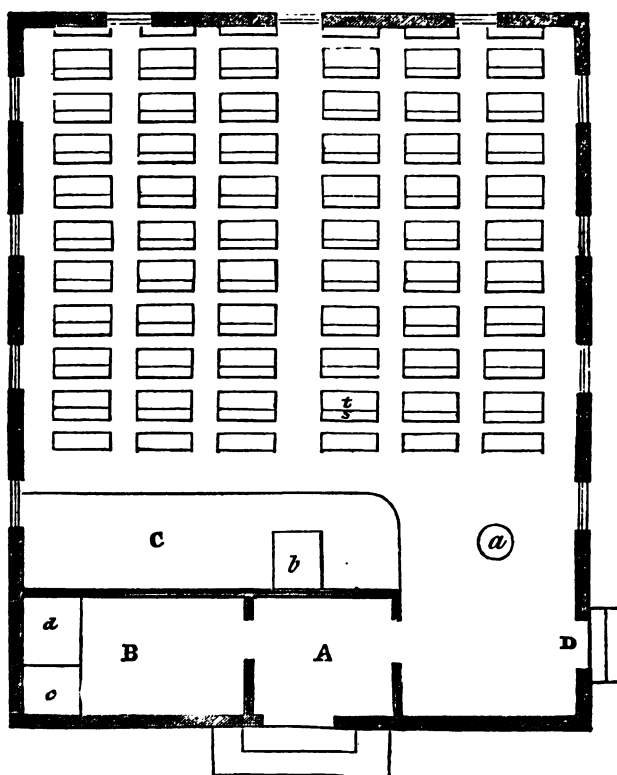
Immediately after the adoption of this ordinance the City Council appointed a committee to examine all the schoolhouses and report what alterations and additions would be needed to carry the whole system into effect. This committee reported that "all were unfit for use in their present condition and were all either too small, too dilapidated or too badly constructed to be worth repairing."

In June of this year, 1838, another committee was appointed to report plans for new schoolhouses and to estimate the cost of erecting them. The report of this committee was accepted and a "building committee"



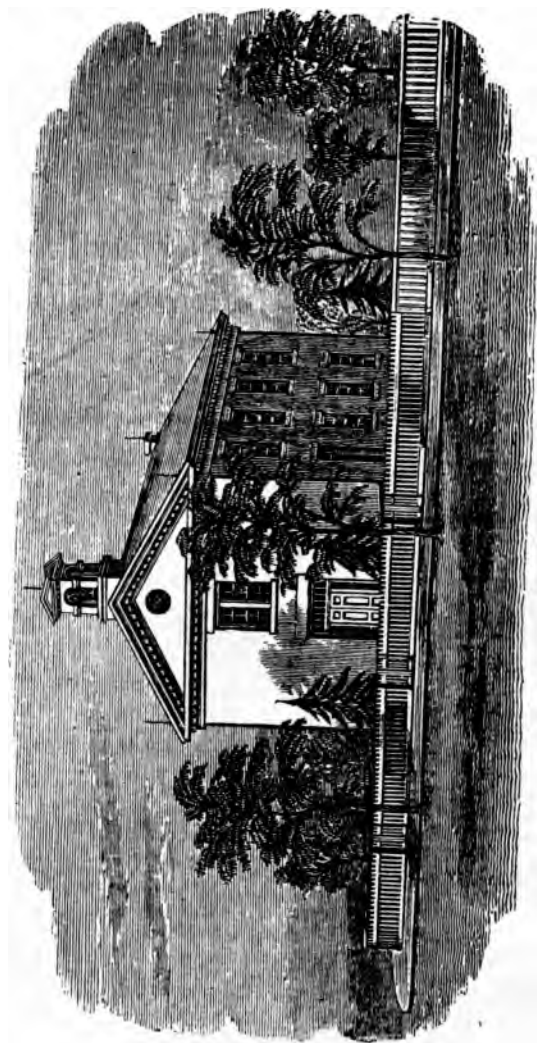
Exterior of a Providence Primary School Building, 1842.





Interior of a Providence Primary School Building, 1842.

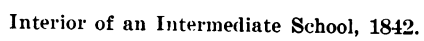




Exterior of a Providence Intermediate School Building, 1842.

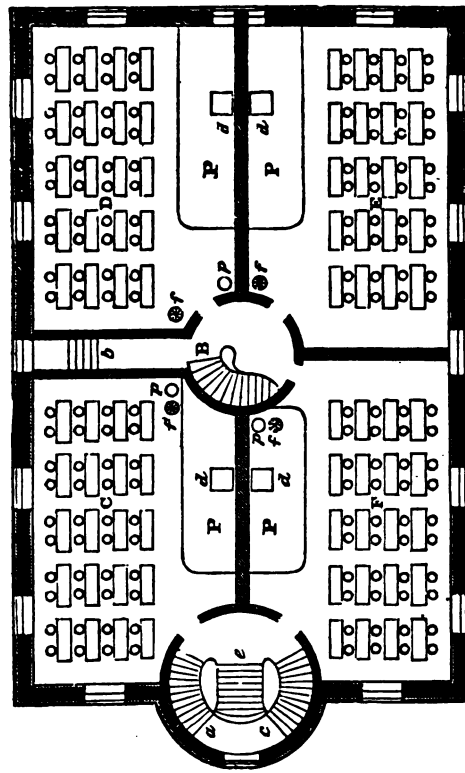






Interior of an Intermediate School, 1842.





A Floor Plan of the First High School, Providence, 1843.



was selected and authorized to remove such of the school buildings as were unfit for use, and to erect and furnish such new schoolhouses as were necessary to carry into full operation the provisions of the ordinance.

#### THE SCHOOL COMMITTEE.

FEBRUARY 21, 1839.

"VOTED, That the several sub-committees who visit the different schools this forenoon, make enquiry of all the masters and mistresses what is the course pursued by them in keeping order therein, whether by whipping or otherwise. If by the former method how often it is made use of by them.

"Also to make enquiry if any Master or Mistress has been absent any part of the last quarter and if so for what purpose."

#### THE ERA OF BUILDING, 1838-1846.

In 1838 the City Council appointed a committee to contract for and superintend the building of the public schoolhouses then ordered to be erected.

This committee was for six years engaged in this very considerable task, and on its making its final report the City Council "RESOLVED, That the arduous and gratuitous labors of Thomas R. Holden and Joseph Cady, late Aldermen; and of Edward P. Knowles, Henry Anthony, Amherst Everett, John L. Hughes, David Andrews and Seth Padelford, late of the Common Council, and of Erastus F. Knowlton, deceased, late of the Common Council, who constituted the committee of the City Council, under whose supervision and direction the commodious, permanent and tasteful building for the Public Schools in the City of Providence from the years 1838 to 1844, were erected, deserve a grateful public acknowledgment; to render which, the City Council hereby direct this expression thereof to be recorded upon their Journal, and to be printed together with the Report of said Joint Committee."

1838-1846.

During this period there were built the High School on Benefit street, at a cost of \$21,572.87.

Grammar Schools.	Cost.
Benefit street .....	\$10,483 62
Angell street .....	11,121 22
Arnold street .....	9,670 94
Fountain street .....	10,596 78
Elm street .....	10,447 06
Summer street .....	10,459 74

**Primary Schools.**

Scott street .....	1,512 33
Transit street .....	1,596 90
East street .....	1,941 97
Federal street .....	2,850 00
Knight street .....	1,604 54
Olneyville .....	1,687 88

This list included all the grammar buildings then in use and about half of the primary buildings.

The High School building still stands at the corner of Benefit and Angell streets, and is now used for a private school. The Benefit, Arnold and Elm street grammar buildings have been remodeled and enlarged, and are now used for primary schools. The East street primary school has been enlarged and is still used for its original purpose. The others have disappeared as school buildings, though the Scott street and Transit street buildings still stand devoted to other uses.

Besides these and more notable than any of them is the Meeting Street School or "Old Brick School House," preserved to us intact and unchanged because these and for many years since used as a school for colored children.

Of these houses, Henry Barnard says in his volume on schoolhouse architecture "No city in the United States, it is believed, can show so many Public School Houses, uniformly well built, with most of the latest improvements, as Providence."

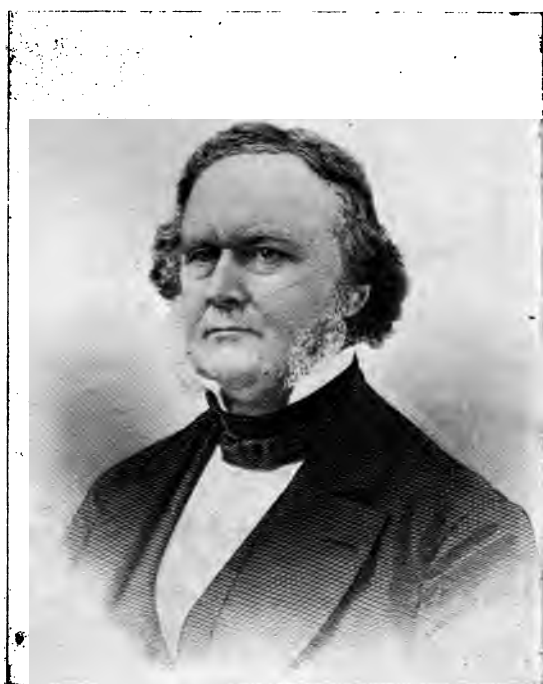
**COURSE OF STUDY IN 1839.**

From a report made to the Secretary of State in May, 1839, we learn that the course of study in the primary schools was reading and spelling, and the text books used were: "American Popular Lessons; F. Emerson's North American Arithmetic 1st part; B. D. Emerson's New National Spelling Book; New Testament; 'Union' Nos. 1 & 2."

The course in the grammar schools was "Spelling, Reading, Use of capital letters, Punctuation, Writing, Ornamental Penmanship, Arithmetic, Rudiments of Bookkeeping, English Grammar, Geography, Epistolary Composition," and the text books used were "American Expositor or Intellectual Definer; B. D. Emerson's New National Spelling Book; F. Emerson's North American Arithmetic, Parts 1 & 2; B. Field's American School Geography and Atlas; Gould Browne's first series of English Grammar; Angell's Union Nos. 4 & 5; New Testament; National Reader; American First Class Book." "Emerson's Arithmetic 3d part is allowed to be used though not required."







**SUPERINTENDENT NATHAN BISHOP, LL. D.**

"All the books used in the Primary Schools are allowed to be used in the Writing Schools at the discretion of the Preceptor."

In the report for 1839 we learn that in "two of the writing schools a change had been made in the teachers whereby female assistants have been substituted for male ushers, to wit; two females for one male in each." This was the first employment of female assistants in the writing (or grammar) schools. Within two years all the assistants in the grammar schools were ladies.

#### SUPERINTENDENT NATHAN BISHOP.

On the 23d of July, 1839, Nathan Bishop, a tutor in Brown University, was elected Superintendent of the Public Schools of Providence. He entered upon his duties August 1, 1839.

At this time there were six male teachers, twenty-eight female teachers, and 1,671 pupils in the public schools.

Nathan Bishop, the first Superintendent of the Public Schools of Providence, was born in Vernon, Oneida County, N. Y., Aug. 12, 1808. His parents were of New England stock. At the age of eighteen he entered the Academy at Hamilton, N. Y., and in 1832, he entered Brown University. He supported himself through his college course, as he had done through the preparatory course. He kept school during vacation, and also for one whole year during his college course, on this account falling back into the class below him.

Once Dr. Wayland said to him: "I am to be absent some weeks soliciting funds for the college, and if you will come to my house and do just what I do, milk the cow, saw the wood, and shovel the snow, I shall be glad to have you make it your home for the vacation." Of course the offer was gladly accepted, Mr. Bishop graduated in 1837 and served one year as tutor in the University. The following year he was elected Superintendent of the Schools of Providence, remaining until 1851; at which date he was appointed Superintendent of the Public Schools of Boston being the first superintendent of schools in that city as well as in this. He remained at the head of the Boston schools for six years.

In 1855 Harvard College conferred on him the degree of Doctor of Laws.

In 1858 he took up his residence in the city of New York engaging in business.

He was for several years the business head of the United States Christian Commission, and later served on the Board of Indian Commissions. He was for many years the member for New York city of the Board of State Commissioners of Public Charities, and held many similar positions of high honor. He died at Saratago Springs, Aug. 7, 1880.

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**THE SITUATION IN 1840.**

In 1840 the School Committee reported that:

"Five new Grammar School Houses and three new Primary School Houses, making eight in the whole, have been built during the year past: In each of the former provision is also made for a Primary School. The whole number of School Houses now belonging to the City and to be in future occupied is nine. There are also two others occupied for public schools, one of them is hired and the other is gratuitously occupied with the permission generously afforded by the owners of the Building and of the lot whereon it stands, on our keeping the same in repair. The old School Houses and estates which will be hereafter unoccupied will soon be for sale."

"The appointment of a Superintendent proves, on trial, to be a sound and judicious measure, and is producing, under the present able incumbent, results highly satisfactory to the Committee and in their judgment very valuable to the community.

"That the character and reputation of the schools are advancing and the confidence of the public increasing, is evidenced by the extraordinary increase of the number of pupils. More scholars now belong to the schools than at any time since their establishment, and their increase of far exceeds the increase of population."

**RULES AND REGULATIONS MARCH, 1840.****Chapter 1:**

"1. It is provided by 'An Act to revise and amend the several acts relating to Public Schools' passed at the January Session of the General Assembly of the State of Rhode Island, A. D. 1839, that 'each town shall, at its annual town meeting for the choice of town officers, appoint a School Committee, to consist of not less than five, nor more than thirty persons resident in such town, to act without compensation, and to be engaged to the faithful discharge of their duties before entering upon the same.'"

"In the city of Providence the School Committee shall be elected by the City Council, at the commencement of the municipal year, and shall report to them whenever required."

**Section 11:**

"The School Committee are authorized to divide the City into as many school districts as they may deem expedient, 'subject to revision by the City Council; and 'all divisions into districts and alterations of the same are to be recorded in the City Clerk's office.'"

"Sections 13 and 18, and section 5, of Act of October Session, 1839."

**Chapter 11:**

1. "The school year shall begin on the first Monday after the Commencement of Brown University; and shall be divided into four quarters, the first, second and third of which shall be each twelve weeks, and be succeeded by a vacation of one week. The fourth quarter shall be ten weeks, with a vacation until the beginning of the next school year."

This would give six weeks vacation during the year, three vacations of one week each and one vacation of three weeks.

Teachers are authorized to make vocal music one of the exercises of the schools.

At this date the Grammar School studies were declared to be: "Spelling, reading, English grammar, writing, arithmetic, bookkeeping, composition, geography, history, practical ethics, and the Constitution of the United States. There shall also be exercises in declamation at suitable times, as may be directed by the Superintendent."

Chapter VII., Section 11:

"The branches taught in the High School shall be the following:

Reading and Writing.

Ancient and Modern Geography.

Elements of History. Ancient and Modern.

History of the United States; and the Constitution of the same.

Grammar and Rhetoric; with exercises in composition and declamation.

Logic and Intellectual Philosophy.

Moral Philosophy and Political Economy.

Natural Theology and the Evidences of Christianity.

Arithmetic and Bookkeeping.

Algebra and Geometry.

Trigonometry, with its applications to Surveying, Navigation, Mensuration, etc.

Natural Philosophy and Astronomy.

Animal and Vegetable Physiology, and Chemistry.

The Preparatory branches of a classical education.

Each class in the school shall have a daily exercise in reading in the Scriptures.

The Principal of the school will, in short and familiar lectures, exhibit to the pupils an outline of the Political Institutions of this State and City; and will also give brief illustrative lectures on the different branches of Natural History, Natural Philosophy and Chemistry."

This was preparatory to the opening of a high school, the High School was not actually opened until March, 1843.

In 1840 Messrs. Burgess, Holden and Barstow were appointed a committee to take into consideration the subject of admitting children from the neighboring towns into our schools.

This indicates the growing reputation of the schools. Yet we have indications that schools suffered in those days from difficulties from which we are now free; for this year on recommendation of Thomas W. Dorr the School Committee voted that a sub-committee be appointed to endeavor to procure from the General Assembly an amendment to the school law, providing a remedy against the disturbance of schools by intruders interfering with the same, or by riotous persons from without.

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THE SCHOOLS IN 1841.

On the death of Mayor Bridgham, Thomas W. Dorr was elected president of the School Committee, and served until removed in May, 1842. He had been active in securing the reorganization of the school system, had earnestly advocated the establishment of a high school and the election of a superintendent of schools. In the report of the School Committee prepared by President Dorr in 1841, he explains at length the duties of the new officer, the superintendent, and says:

"The new era in our schools may be fairly said to have commenced at the date of the creation of the office of superintendent; which is literally the right arm of our system.

"No part of our revised plan of education has attracted so much interest and attention abroad as the appointment of a superintendent.

"The office as described in the school regulations is a new one; and the success of our experiment has been so decided, as to ensure its imitation and adoption in other places. If the question were to be taken upon the abolition of this office, or of the committee, there could be but little hesitation in saving the office with those who regard the best interests of public education."

In the same report it is stated that

"The time is probably not far distant when it will be thought advisable to devote the ward rooms to the Primary Schools, some of which are already too much crowded. The occupation of these rooms by classes intermediate between the Primary and Grammar Schools will afford relief to the latter and may be found advantageous to both."

"The daily absence in the Grammar Schools was 15 per cent., and in the Primary Schools 25 per cent.

"In some of the best private schools for larger children of both sexes, which we may adopt, as standards of comparison in this case, the amount of daily absence is from 10 to 12 per cent. of the whole number of pupils, which makes a difference of from 3 to 5 per cent. against our Grammar Schools. So great an amount of absence is highly censurable, and can be justified by no excuses of sickness or necessity.

## THE SCHOOLS IN 1845.

The Hon. Henry Barnard said in his report for 1845:

"The City of Providence has already gained to itself an extended reputation, and made itself a bright example to many other cities. Whatever remains to perfect its system of public schools, to increase and improve its primary schools, and to provide evening classes for such as cannot attend the day school; to make its libraries and literary associations easily accessible to larger numbers; to meet the physical, intellectual and religious wants of the population in particular districts; to provide reform schools, and industrial schools, for children who are already given to idle, truant and pilfering habits; and to bind together the various

occupations and conditions of life in the bonds of a common citizenship, and of Christian brotherhood,—these things, and more, will be done, as experience shall make its suggestions, and practical wisdom shall devise the best ways of accomplishing them."

#### THE SCHOOLS IN 1848.

The rules and regulations were revised in 1848 and from this revision the following notes are taken:

The studies in the Primary Schools were: Music, Reading, Spelling and Arithmetic.

The text books were: Emerson's Primer, Palmer's Moral Instructor, Part I., Bumstead's First School Book, Bumstead's Second Reader, Davies Primary Arithmetic.

Intermediate Schools: Studies, Reading, Spelling, Music, Writing, and Arithmetic, and Geography.

Text Books: Tower's Gradual Reader, Palmer's Moral Instructor, Part II, Davies' First Lessons in Arithmetic, Fowle's Common School Spelling, Bumstead's Third Reader, Mitchell's Primary School Geography, Johnson & White's Music Book, The Columbian Penman and Writing Book, Worcester's Comprehensive Dictionary.

Grammar Schools: Studies, Reading, Writing, Arithmetic, Geography, Grammar, Composition, History of the United States and General History, Declamation.

Text Books: Palmer's Moral Instructor, Part III., Goodrich's Common School History, Pierpont's National Reader, Pierpont's American First Class Book, Smith's Quarto Geography, Davies' School Arithmetic, Wilson's History of the United States, Farnum's English Grammar, Gallaudet and Hooker's Illustrated Definer, Wayland Moral Science, Fowle's Common School Speller, Worcester's Comprehensive Dictionary, Johnson & White's Music Book, The Columbian Penman and Writing Book, Farnum's Practical Penman and Writing Book.

To show how thoroughly sensible were the teachers of those days and the lines of thought in which they were interested I make the following quotations from the report of the Executive Committee of the Rhode Island Institute of Instruction submitted January 21, 1848:

"In answer to the inquiries, what have we done, and what have we yet to do? It may be remarked, that we are now in what may be called a transition state. That state of apathy which prevailed a few years ago, in which our people rested contented with the slender and imperfect means of education already in use, as if any improvement in this department of the business of life were either impossible, or of too little consequence to demand attention, has passed or is passing away; and progress in this, as in everything else, is fast becoming the order of the day. We

have already learned to believe, that the methods of imparting knowledge and of training the mind, which has remained for ages with so little change, were, after all, as capable of improvement as the primitive methods of spinning cotton; and that, if school-house architecture had undergone less change during the last forty years than steamboat architecture, it was not because the models of the art generally followed, had come down from antiquity free from imperfection, and the obligation to place it within the reach of the whole people. We are aiming at a more thorough education than was formerly thought of, except as a special privilege to the few. We are striving to bring the pleasure of intellect home to every fireside and to every individual."

"In rendering the course of study more liberal we may pass from the extreme of teaching too little to that of attempting to teach too much. In elevating the standard of education so that it shall cover the higher branches, we may neglect those which are none the less important because they are lower. We may have teachers in our schools who will win for themselves applause by teaching the children astronomy while they overlook the necessity of teaching them to spell. A teacher once remarked that it was difficult to induce his pupils to attend to spelling; the idea prevailing among them that that branch belonged to the Primary School. He must have been more fortunate than most teachers if he could not have demonstrated in a few moments that it belonged to the Grammar School, too, not excepting the highest class."

"One of the faults generally prevalent in schools is, that there is too little study in them. If, in our efforts to correct this fault, we escape the one just noticed, we may fall into that of requiring pupils to study too much. Perhaps there is not much danger in this direction; yet there are cases where the caution here offered would be in place. The health of pupils requires relaxation and exercise, and there are things to be learned, by girls particularly, which are not taught in the schools, and which will therefore require time elsewhere. It is therefore an important question under what circumstances, and to what extent, the practice of requiring pupils to study out of school should be encouraged."

"In carrying out our reforms, we expect teachers to throw more interest into the exercises of the school, so as to lead pupils to do with a willing mind, that which they formerly did against their will or not at all. Here again we need to be on our guard, or in the place of teachers who made the school room, in too many cases, a place of mere drudgery or idleness, we may have those who will call into use every expedient to render the whole business of education mere play. Teachers may do and should do much to render the work of education interesting to their pupils; but, if the various expedients which are recommended to win attention and excite interest, are allowed to take the place of genuine study on the part of the pupils and of thorough, systematic instruction on the part of the teacher, we shall fail, so far as this is done, of procuring for our children that sound education which should ever be the object in view. Expedients to amuse children should take but little time; the work of the school is study and instruction. This rule should never be lost sight of, though its application may vary much in strictness, to suit the age and circumstances of the pupils."







SUPERINTENDENT SAMUEL S. GREENE, LL. D.

## SUPERINTENDENT SAMUEL S. GREENE.

Superintendent Nathan Bishop was elected to the superintendency of the schools of Boston in the spring of 1851. He resigned his position in these schools to the great regret of the School Committee and the citizens of Providence.

Samuel S. Greene, Esq., of Worcester, Mass., was elected Superintendent of the Public Schools of this city with permission on the part of the School Committee that he might also accept the office of Professor of Didactics in Brown University.

He entered upon his duties July 1, 1851.

Samuel Stillman Greene, LL. D., was born in Belchertown, Mass., May 3, 1810.

He entered Brown University in 1833, and graduated in 1837, valedictorian of his class.

He taught three years as assistant in or principal of the Worcester Academy, and then became Superintendent of the Public Schools of Springfield, Mass. This was the first superintendency of schools in the State of Massachusetts. From 1842 to 1844 he taught in the English High School of Boston, and from 1844 to 1849 he was principal of the Phillips Grammar School of that city. In 1849 he became agent of the Massachusetts State Board of Education, being the first person to fill that office.

He became Superintendent of the Public Schools of Providence in 1851, and at the same time Professor of Didactics (Pedagogy) in Brown University, which office he held together with the superintendency of schools until February, 1855, when he became Professor at Brown of Mathematics and Civil Engineering.

He was at different times President of the Rhode Island Institute of Instruction, of the American Institute of Instruction, and of the National Educational Association.

In 1870 Brown University conferred on him the degree of Doctor of Laws. He was the author of a series of English Grammars of wide reputation and extended use.

He died January 24, 1883.

During the three and one-half years of Professor Greene's superintendency, meetings for the instruction of the teachers were frequently held, and those regular quarterly examinations of the schools, instituted in the year 1800 and continued by Superintendent Bishop were made more systematic and prominent than they had hitherto been.

Superintendent Greene's work evidently was mainly in the school-room with teachers and pupils, improving the methods of the one

and securing the progress of the others. To this his taste and personal skill as well as his work as Professor of Didactics in Brown University inclined him.

His college work at length became too engrossing, and he resigned his superintendency to devote himself wholly to his work in Brown. He was succeeded by Rev. Daniel Leach, whose destiny it became for nearly thirty years to direct the public school affairs of the city.

REV. DANIEL LEACH, D. D.

Was born in Bridgewater, Mass., June 6, 1806.

He entered Brown University in 1825 and graduated in 1830, his course being extended to five years on account of ill-health.

He was ordained an Episcopal clergyman in 1833, and settled in Quincy, Mass. In 1838 he became principal of the Classical School in Roxbury, Mass., and later of a private school in the same town. In 1848 he became an agent of the Massachusetts State Board of Education, and in 1853 in a report to the Board he presented an improved system of ventilation for schoolhouses.

He was elected successor to Professor Samuel S. Greene as Superintendent of the Public Schools of Providence in February, 1855, which position he held with great credit to himself and advantage to the city until September, 1884. During his superintendency he published an Arithmetic, a Speller and a Manual of Geography, that were for many years in extensive use.

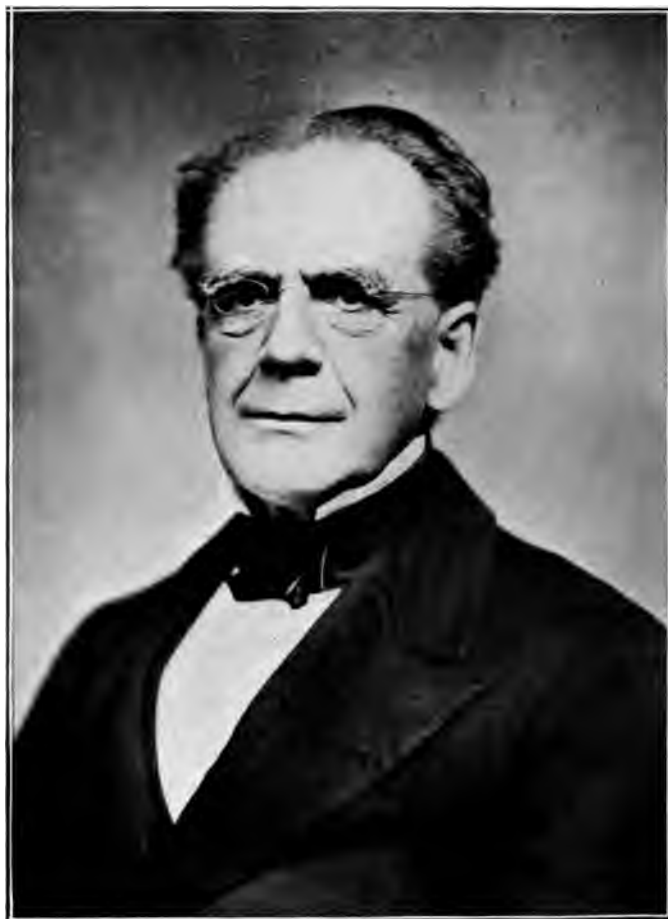
Brown University conferred on him in 1875 the degree of Doctor of Divinity, and in 1877 he was elected a trustee of that Institution.

He died May 16, 1891.

Dr. Leach was wisely conservative. His object was to strengthen the school work. Teachers were in no doubt as to what was expected of them. Examinations steadily conducted, with much attention to Spelling, Arithmetic, and Geography, characterized his administration. His reports, of which he wrote a very large number, were models of good English and full of appreciation of just principles in education. They are good reading at the present time.

UNGRADED SCHOOLS, 1855.

In his first report made in June, 1855, Superintendent Leach spoke strongly of irregular attendance, of the need of ungraded schools and of a truant law. In the September following permission to establish two ungraded schools was granted by ordinance of the City Council, but so far as can be learned no such schools were ever established.



SUPERINTENDENT DANIEL LEACH, D. D.



In the same report he recommended that sewing be made a branch of school work, and likewise advised that time be given to Nature Study.

The next year he renewed his recommendation of Nature Study in the schools in the following terms:

#### NATURE STUDY.

"To the young there is no happiness so refined and pure as that which is produced by the creations of a chaste and cultivated imagination. One of the most efficacious means of improving these faculties is the study of nature in all her variety and in every department of her domain. This to a considerable extent can easily be introduced into all our schools without crowding out or interfering with any regular study."

His recommendation of sewing bore fruit. The seed fitted the soil into which it fell; but for the study of Nature in the schools he waited long and died without the sight.

In his report for 1857, Dr. Leach made strong objections to the plan then in vogue for grammar schools of large schoolrooms seating 200 pupils each, and recommended that the buildings be so altered that each of these large rooms should be made into three or four smaller ones.

As a result of this recommendation the Benefit Street and the Elm Street Grammar Schools were changed in accordance with his plans.

From this time this became the standard for schoolroom construction, and wrought an important and vitally essential change in the school buildings.

#### OVERWORK OF PUPILS.

The charge that our schools overwork pupils is occasionally heard, but by no means with the clamor of earlier days. The following extracts from Dr. Leach's report of July, 1864, bears evidence of the existence at that date of the same complaint:

"Objections have been frequently brought against our schools and school system, on the ground that pupils are forced too much, and are compelled to study more than they ought, and that girls, especially, suffer from having imposed on them too severe tasks. These objections are deserving of serious consideration, and, if true, our schools and school system should be so modified and changed that the evils complained of should at once be remedied. It is no doubt true, and lamentably true, that a large number of girls and some boys, attending our schools, suffer from an over-excited brain. Their whole nervous system is deranged, and their physical energies impaired, and premature death or insanity is sometimes the fatal consequence of this violation of Nature's laws. Are our schools responsible for this breaking down of the health and strength of so many promising youth? Is it the fault of our schools alone, or in part, that so many carry the honors of their graduation to

an untimely grave? This is an important question, and should be thoroughly considered. From a very careful examination of this subject for a series of years, I am fully satisfied that our schools are not responsible for the decay of physical strength and vigor that is so often lamented; but that there are other causes which are producing these disastrous results. It is the mental excitement out of school, and the palpable violation of the very laws of life, to which these evils are to be attributed.

"Parents sometimes complain that their children are obliged to study four or five hours out of school to learn the lessons assigned them. This is undoubtedly true, but the difficulty is not in the length of the lessons, but in the condition of the mental powers, that have been rendered unfit for study or for any concentrated effort. Let any one make the trial, and attempt to demonstrate a proposition in Geometry after his mind has been inflamed by a glowing and graphic description of the vices and follies of some imaginary monster, and he will no longer be disposed to complain that the ordinary tasks of the schoolroom are too long. His own experience will teach him where the difficulty lies."

"There are, doubtless, some few children who are injured by studying too much in school. Those of a delicate frame and feeble constitution may, if they are ambitious to excel, tax their minds too severely, but these are exceptions to the general rule, and ought to be carefully watched both by parents and teachers. But where there is one injured by studying too much, there are hundreds who might and ought to study more. The lessons now assigned to be learned in our schools are not two-thirds of the length they were formerly.

"From long and careful observation, I am fully persuaded, that from various causes there is a gradual diminution of bodily vigor in those now attending school in all our large cities. From our school record it appears that the number of those who are obliged, from ill-health, to be absent from school or to leave altogether, is largely on the increase. It must be fearfully evident to every one who compares the present physical condition of the young with that of the youth twenty or thirty years ago, that there is much less bodily stamina and vital force now than in former years.

"It is proper to enquire into the causes that are producing this sad change. Is our school system, in any degree, responsible for it? Can it justly be attributed, as some suppose, to the severe mental tasks imposed, or to the long continued and uninterrupted course of study without sufficient relaxation and amusement? If this be the case it should be remedied without delay. For education without health is of but little value. Of what avail would it be to adorn and beautify the mind with the treasures of knowledge, if at the same time we destroy the precious casket that is to contain them. It would be only weaving.

'One garland more  
To hang upon the bier, to droop and wither there.'

"There may be individual cases of suffering from too severe study, and some teachers may require too much from their pupils. But this is not, I am satisfied, a part of our system, neither is it by any means general.

"It is an important fact and one that cannot be disputed, that the lessons now assigned to be learned in our schools, in a given time, are not more than one-half of the length of those formerly given in the same studies to a similar class of pupils. But there is a marked difference in the outward circumstances of the two classes. The tone and vigor of bodily health is very different in the two. The one, when out of school was surrounded by very favorable influences. The minds of the other class are distracted and weakened by the multiplicity of objects that are forced upon their attention.

"Many of the good athletic sports in the open air have become unfashionable and have been laid aside. It is now considered vulgar, particularly for girls, to amuse themselves by exercise out-of-doors. Only let it become fashionable not to be afraid of the sunlight and the pure air of heaven, lest a pale and sickly hue should be exchanged for the rosy blush of health; let fashion sanction, for girls, the daily use of the spade, the hoe and the rake in the fruit and the flower garden; or let there be independence enough and conscience enough in the young to break away from the thralldom of this cruel tyrant that is dragging them down to an early death, and let them perform their whole duty which they owe to themselves in the promotion and preservation of health, and our school registers will not exhibit, as they now do, such a melancholy record of loss of time, disordered nerves and broken constitutions."

#### LENGTH OF SCHOOL YEAR.

The school year at first continued five days per week all the year round, with the exception of Fast and Thanksgiving Days, Christmas, the Fourth of July, the last Monday in April, the day of regimental training, Tuesday, Wednesday and Thursday of Commencement week and the Friday following each quarterly visitation. This made ten single holidays in the year besides the three days at Commencement.

In 1820 the whole of Commencement week was made a time of vacation, but the last Monday in April and the day of regimental training in October became school days.

In 1832 the last week in August became a vacation, which was doubtless received by the school children and the teachers as a great boon. This was the beginning of summer vacations.

In 1834 the August vacation was extended to two weeks, but the vacation at Commencement was given up. As Commencement then came in September it brought a recess too near the August vacation. At this time the hours of daily sessions were 9 A. M. to 12 M., and 1.30 P. M. to 4.30 P. M. in winter, and from 2 P. M. to 5 P. M. in summer.

When Nathan Bishop was elected Superintendent of Schools in 1839, the summer vacation was extended to three (3) weeks.

The following Spring the Rules were revised and the school year made to consist of four quarters. Of these the first three each consisted of



twelve weeks, followed by a vacation of one week. The fourth quarter was but ten weeks in length, and was followed by a vacation of three (3) weeks. The school year then consisted of forty-six weeks.

In 1848 the fourth quarter was reduced to nine weeks, followed by a vacation of four weeks.

The school year then consisted of forty-five weeks.

In 1855 the year was reduced to forty-four weeks; in 1858 to forty-three weeks; in 1868 to forty-one weeks; extended in the following year to forty-two weeks.

In 1868 and '70 the year was forty-one weeks; in 1870 and '71 the same; in 1871 and '2 it was forty-two weeks; the next year the same; in 1873 and '4 it was forty-three weeks, but by regulations adopted in March, 1875, it became fixed at forty weeks, at which length it continued until in 1888 it was reduced to thirty-nine weeks, and has so remained to the present time.

In the fall of 1886 the school year was changed from one of three terms to one of two terms, and an adjustment of the vacations was made accordingly.

During many previous years the school year had consisted of three terms; the first of sixteen weeks and the second and third of twelve weeks each. Promotions were made at the close of the first and third terms, which made the time allotment for the work of the several classes alternately sixteen and twenty-four weeks.

By the change to two terms in the place of three the year became divided into two parts, the first of nineteen and the second of twenty weeks. This gave to the successive grades terms practically equal in which to complete their work.

#### COURSES OF STUDY.

The original course of study for the Providence Public Schools as defined by the Town Council in 1800 was as follows:

1800.

"The principal part of the Instruction will consist in teaching Spelling, Accenting & Reading both Prose and Verse with propriety and accuracy, and a General Knowledge of English Grammar and Composition: Also writing a good hand according to the most approved Rules, and Arithmetic through all the previous Rules, and Vulgar and Decimal Fractions, including Tare and Tret, Fellowship, Exchange, Interest, &c.

"The books to be used in carrying on the above Instruction are Alden's Spelling Book, 1st and 2d part, the Young Ladies' Accidence, by Caleb Bingham, The American Preceptor, Morse's Geography, abridged, the Holy Bible in select portions and such other Books as shall hereafter be adopted and appointed by the Committee. The Book for teaching Arithmetic shall be agreed on by the Masters."

JULY, 1827.

It was decided that no male pupil should commence the study of Geography until advanced in Arithmetic as far as practice, and that no female pupil should engage in the former study until she had pursued the study of Arithmetic as far as Compound Division."

In June, 1832, the School Committee adopted the following course of study:

"2. The branches taught in the primary schools shall be reading and spelling; and the books used for instruction therein shall be the following and no other, viz.: The Union, Nos. 1, 2, and 3, and the New Testament.

"4. The branches taught in the Writing Schools shall be spelling, reading, the use of capital letters and punctuation; writing, excluding ornamental penmanship; arithmetic; the rudiments of bookkeeping, English grammar, geography, and epistolary composition. And the books used shall be the following, and no other, viz. the Union, No's 3, 4, and 5, the New Testament; the National Reader, the American First Class Book; Smith's Arithmetic; Murray's abridgement of English Grammar, and Woodbridge's Small Geography. The system of penmanship shall be that of E. Noyes, and the scholars are to be instructed in the art of making pens.

"5. Children of both sexes, being of the age of seven years and upward, and able to read fluently in the New Testament, may attend the Writing Schools in their respective districts and in no other.

"8. The pronunciation shall be uniform in the several schools and the Standard shall be the Critical Pronouncing Dictionary of John Walker."

The course of study in 1844 included the following subjects:

*Primary Schools:* Reading, Spelling, Arithmetic and Geography.

*Intermediate:* Reading, Spelling, Arithmetic, Geography, Grammar, and Writing.

*Grammar:* Reading, Writing, Arithmetic, Geography, Grammar, History of the United States and General History.

In June, 1855, the Text Books were as follows:

*Primary Schools:* Emerson's Primer, Bumstead's First School Book, Bumstead's Second Reader, and Greenleaf's Primary Arithmetic and Worcester's Primary or Comprehensive Dictionary.

*In the Intermediate Schools:* Tower's Gradual Reader, Bumstead's Third Reader, Russell's Sequel, Swan's Primary Spelling Book, Smith's Primer or Quarto Geography, Greenleaf's Primary Arithmetic and Worcester's Comprehensive Primary Dictionary.

*In the Grammar Schools:* The North American Reader, Part II. Swan's District School Reader, Swan's Instructive Reader, Denman's

Third Reader, Greene's Elements or First Lessons in Grammar, Charles A. Goodrich's History of the United States, Markham's History of England, Smith's Quarto Geography, Johnson and Wheeler's Music Book, Duntonian System of Writing, Worcester's Comprehensive Dictionary, Portions of the New Testament shall be read weekly by all scholars in the school.

#### PROGRAM OF DAILY RECITATIONS IN 1870.

The following program of the daily recitations of the graduating class of the Elm Street School in 1870 shows very clearly the studies pursued at that time and the relative importance given to each.

I am indebted to Mr. James M. Sawin for this program and the notes which follow it. For purposes of comparison I append Mr. Sawin's program for the corresponding class at the present time:

#### *Program of Studies in the Elm Street Grammar School, 1870.*

	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9- 9.10	Devotions.	Devotions.	Devotions.	Devotions.	Devotions.
9.10-9.30	Spelling.	Spelling.	Spelling.	Spelling.	Spelling.
9.30-10	1 Arith.	1 Arith. Mental.	1 Arith.	1 Arith. Mental.	1 Arith.
10-10.30	2 Arith.	2 Arith. Mental.	2 Arith.	2 Arith. Mental.	2 Arith.
10.30-45	Recess.	Recess.	Recess.	Recess.	Recess.
10.45-11	Music.	Music.	Music.	Music.	Music.
11-11.30	1 Gram.	1 Gram.	1 Gram.	1 Gram.	1 Gram.
11.30-12	2 Gram.	2 Gram.	2 Gram.	2 Gram.	2 Gram.
2- 2.30	Penmanship.	Penmanship.	Penmanship.	Penmanship. *Map Draw.	Penmanship. *Map Draw.
2.30-3	1 History.	1 History.	1 History.	1 History.	1 Reading.
3-3.30	2 Geog.	2 Geog.	2 Geog.	2 Reading.	2 Reading.
3.30-45	Recess.	Recess.	Recess.	Recess.	Recess.
3.45-4.15	1 Geog.	1 Geog.	1 Geog.	1 Reading.	1 Reading.
4.15-4.45	2 History.	2 History.	2 History.	2 Reading.	Declamation and
4.45-5.	Individual work and study.			—————	Composition- reading.

\* Map Drawing usually took the place of Penmanship during the Penmanship period by special permission of the Superintendent. Penmanship was required during one half-hour each day.

Regular drawing was not taught until the following year.

Mental Arithmetic was taught as a separate study and was so marked upon the reports of pupils.

This program is essentially the same as one made after the change of the afternoon session hours from 2 to 5, to 2 to 4.30.

When Prang's Drawing-Books were introduced and the time for Drawing was 90 minutes per week, one Reading and one History recitation gave place to it.

*Point Street Grammar School. Program of Study and Recitation in Room 1.*

First Division.		Second Division.
9- 9.15	General Exercise. Literature.	
9.15- 9 45	Recite Arithmetic.	Study period.
9.45-10.15	Study period.	Recite Arithmetic.
10.15-10.30	Recite Spelling (The whole class).	
10.30-10.45	Recess.	
10.45-11	Music Lesson.	
11-11.30	Recite Language.	Study period.
11.30-12	Study period.	Recite Ladguage.
Noon Intermission.		
1.30- 1.55	Study period (The whole class).	
1.55- 2	Free Gymnastics (The whole class).	
2- 2.30	Drawing or Penmanship (The whole class).	
2.30- 2.55	The divisions recite and study Physiology on alternate days.	
2.55- 3.10	Recess.	
3.10- 3.30	The divisions recite and study History on alternate days.	
3.30- 4	Literature or Reading.— The divisions alternating on succeeding days.	

In 1884 and '5 two important changes were made in the school work. The method of teaching beginners to read was changed from the alphabetic to a combination of the word and phonic systems, and a great variety of seat work, simple and entertaining to young children, was provided. The School Committee in their Annual Report for June, 1887, refer to these changes in the following terms:

"While all the schools give satisfactory evidence of improvement, the most interesting and valuable change for the better is to be seen in the lower primary grades.

"Formerly in these schools the little pupils were idle much of the day, and were kept in restrained and unnatural positions, which alike wearied the children and rendered school a most irksome place. They were called out to read three or four times in the course of the day, and for the remainder of the time were kept with folded arms and faces front. Not only a top and string, but even a slate and pencil was denied them. If any relief from the monotony was permitted it was in the form of a primer or spelling book with an order from the teacher to study.

In the fall 1885 Physiology was added to the Grammar school course of study.

The course in Geography was shortened to make room for it. Geography had formerly been pursued to the end of the course, but for a year or two previous to this time had been completed a few months earlier. It was now arranged to end at the close of the eighth year. Physiology followed Geography, and took its place in the daily program.

As teachers became acquainted with the subject and as pupils came to the graduating year with greater knowledge of the subject from earlier reading the time devoted to Physiology gradually became less, and at last ten weeks only were assigned to it in the course of study.

#### TEXT-BOOK CHANGES.

The changes in text-books in 100 years have not been very numerous. Daboll's was one of the earlier Arithmetics.

In 1828 Smith's Arithmetic was introduced. Since then the succession has been: Emerson's, North American, Colburn's, Davis', Greenleaf's, Leach and Swan's, Hagar's, Brooks, the Franklin and the Normal.

In Grammars the line has been: Brigham's, Young Ladies' Accidence, Murray's Grammar, Smith's, Farnum's, Greene's and Tarbell's.

The first Geography used was Morse's, superseded by Woodbridge's in 1828.

Field's American School Geography and Atlas was adopted in 1835; Mitchell's Geography in 1844; Smith's Geography in 1855; Warren's Geography in 1859; Frye's Geography in 1894.

It is often hard to tell just when certain books or studies were introduced or dropped. We learn of their existence and in some later list their names do not appear.

In 1832 we find Bookkeeping enumerated among the studies of the Writing Schools, while History has not yet appeared.

In 1855 Bookkeeping is gone, and both History of the United States and History of England are included.

#### GRADING AND DEPARTMENTS.

When the schools were established they were known as "district schools" and consisted of but one department, with a preceptor or master, and an usher, or assistant, who at first served in the room with the preceptor. When there were two rooms occupied in one building, as in the fourth district, there was a master and an usher in each room and the two schools were entirely independent, except that they were treated as one school in respect to fuel and the repairs of windows.

In 1827 two schools for younger children called primary schools were established, and in 1828 primary schools were established in all the dis-

tricts. These were for children from four to seven years of age and were taught by women. Pupils remained in these schools about three years or until they could read readily in the New Testament.

In December, 1840, the pressure of pupils was so great that application was made to the City Council for leave to make use of the ward rooms for school purposes. These were occupied by pupils of the higher primary and lower Grammar grades and constituted the beginning of the intermediate department of the schools. The introduction of this department was declared, in 1849, to be "the greatest improvement which has been made in the system since its adoption." The intermediate grades continued to be a separate department of the schools until 1890, when they were merged with the primary department.

The High School was established in 1843 to complete the public school course, and Kindergartens were made preparatory to the primary schools in 1894.

#### PROMOTIONS.

From the establishment of the schools to 1854 the promotions within the schools were made quarterly. On the establishment of the High Schools promotions were made thereto semi-annually at first.

In 1854, on recommendation of Superintendent Greene, a change was made from quarterly to semi-annual promotions within the lower schools, and to annual promotions to and within the High School. This arrangement has continued unchanged to the present time. After a superintendent was employed the promotions were made by him.

Superintendent Greene introduced the plan of written quarterly examinations conducted by the Superintendent, a practice continued during his administration and that of his successor, Dr. Leach; a plan in itself wise and profitable where practicable. These examinations were for thirty years a great source of steadiness and strength to the schools.

Since 1884 promotions have been made by the principals of the several schools.

In June, 1886, for the first time a portion of the graduating classes of the Grammar schools was admitted to the High School without examination.

Two-thirds of the pupils of each class were thus admitted upon their record, while the lowest third was subjected, as all had been theretofore, to the usual examination.

In September, 1886, the report to parents of the rank of pupils in class was abolished, and instead of percentages of standing were put figures or

letters indicating in which of five divisions the pupil's work was rated: Excellent, good, fair, poor, or very poor.

#### SCHOOL ATTENDANCE.

The report of school attendance for the first quarter of the first year of free schools shows 988 pupils enrolled. This number soon fell to 900 and 800 as the interest occasioned by the new departure waned.

From 1801 to 1827 the attendance was about 800 pupils each quarter. At this time the schools began to grow, and by 1830 the attendance had risen to 1,190.

In 1832, when a city charter was obtained, there were eleven (11) public schools with 1,180 pupils, costing the city \$5,000 per year for maintenance in addition to the sum received from the State. There were at this time 56 private schools, having an aggregate attendance of 1,682 pupils. The influence of Superintendent Bishop on the attendance of the schools may be noted in the fact that when Mr. Bishop became Superintendent in August, 1839, there were but 1,843 pupils belonging to the schools.

In 1840 the number had become 1,977; in 1841, 2,781. When he left the schools in 1851 the enrollment was: In Primary schools, 2,545; Intermediate, 1,451; Grammar, 1,093; High, 221; total, 5,310.

The rapid growth in the higher departments of the schools and incidentally the change in the nomenclature of the schools is seen in the three following tables, showing the attendance in the summer of 1837, 1840, and 1841.

#### NUMBERS JUNE, 1837.

1st district writing school, Mr. Keith,.....	Masters	80	
	Misses	50	130
2d district writing school, Mr. Baker.....	Masters	60	
	Misses	40	100
3d district writing school, Mr. Rodman.....	Masters	56	
	Misses	36	92
4th district writing school, Mr. Aldrich.....	Masters	78	
	Misses	70	148
5th district writing school, Mr. Weston.....	Masters	68	
	Misses	77	145
			<hr/>
			615

## ATTENDANCE, 1840.

1st District Grammar School, Mr. Keith, Master.	
Present, 70 boys; 81 girls.....	151
2d District Grammar School, Mr. Baker, Master.	
Present, 60 boys; 39 girls.....	99
3d District Grammar School, Mr. Phillips, Master.	
Present, 97 boys; 88 girls.....	185
4th District Grammar School, Mr. Giddings, Master.	
Present, 86 boys; 88 girls.....	174
5th District Grammar School, Mr. Farnum, Master.	
Present, 91 boys; 81 girls.....	172
6th District Grammar School, Mr. Perry, Master.	
Present, 89 boys; 105 girls.....	194
Colored School, Mr. Parker, Master.	
Present, 39 boys; 27 girls.....	56
Total .....	1,031

## 1841.

Present in the Benefit Street Grammar School, C. T. Keith, Master,	
88 boys, 95 girls; total.....	183
Present in the Meeting Street Grammar School, D. B. Burbank, Master.	
68 boys, 43 girls; total.....	111
Present in the Arnold Street Grammar School, I. B. Phillips, Master.	
137 boys, 118 girls; total.....	255
Present in the Fountain Street Grammar School, I. D. Giddings, Master.	
99 boys, 106 girls; total.....	205
Present in the Elm Street Grammar School, C. Farnum, Jr., Master.	
110 boys, 109 girls; total.....	219
Present in the Summer Street Grammar School, A. Perry, Master.	
135 boys, 110 girls; total.....	245
Present in the Colored School, R. Parker, Master.	
44 boys, 43 girls; total.....	87
Whole number .....	1,305



A tabular view of the population and school attendance for the century is given below :

Year.	Population.	Attendance in Public Schools.
1800 .....	7,614 .....	988
1810 .....	10,071 .....	976
1820 .....	11,767 .....	830
1830 .....	16,833 .....	1,190
1840 .....	23,177 .....	1,977
1850 .....	41,513 .....	5,180
1860 .....	50,666 .....	7,352
1865 .....	54,595 .....	7,410
1870 .....	65,914 .....	8,856
1875 .....	100,675 .....	11,430
1880 .....	104,857 .....	12,176
1885 .....	118,070 .....	15,835
1890 .....	132,146 .....	16,330
1895 .....	145,472 .....	20,116
1900 .....	175,597 .....	25,845

Take note of the remarkable growth from 1840 to 1850 during the administration of Superintendent Bishop; observe also that in the last fifteen years the population of the city has increased 48.6 per cent., while the growth of school attendance has been 63.2 per cent.

#### TEACHERS.

The teachers in the schools for the first quarter of this century and longer were all men, who were called preceptors and ushers.

Women were first employed as teachers in the public schools of this city, in 1827, when the primary schools were established as preparatory to the district schools.

Female teachers were first employed as assistants in Grammar schools in 1836. Whenever the position of an usher became vacant his place was filled by the appointment of two female teachers at a salary of \$175 each.

When it was found that women could actually teach as well as men and would work for much smaller salaries, the change from men to women in the schools was a speedy one.

In 1854, at the close of Superintendent Greene's administration, there were 110 teachers in the schools, of whom nine (9) were men and 101 were women. The nine men were: Two (2) High School teachers, one

teacher of music, and six (6) Grammar school principals. Of the 101 women, 30 left during or at the close of the year. This indicates how short was their average term of service, only three and one-third years.

If we contrast this with the present time we can realize how great has been the change in the length of service of teachers; a change both social and educational in its character.

For the school year 1899 and 1900 there were employed 875 teachers. Of these there were 52 men and 623 women.

The men were subdivided as follows:

In High Schools.....	37
In Grammar Schools.....	14
In special work.....	1

Of these none left.

The women were employed:

In High Schools.....	48
In Grammar Schools .....	148
In Primary Schools .....	366
In Kindergartens .....	33
In special schools .....	19
In special work .....	9
Total .....	623

Of these 31 left during or at the close of the school year, making the percentage of loss of women teachers, 4.9. Were our teachers now leaving at the rate they were forty-six years ago we would have lost 185 teachers last year in place of 31. Our women teachers stay just about six times as long in the service as they did a generation and a half ago.

This is to our great advantage. This fact is the foundation on which the professional life of the teacher rests.

#### TRAINING TEACHERS.

To secure the best teaching there must be care and judgment in selecting those who are to become teachers. They must have scholarship and training before becoming teachers and guidance and inspiration to improvement afterwards.

It is singular how few were the safeguards against the employment of incompetent teachers down to a recent date. The rule that "In the selection of teachers, graduates of our High School shall, other things being

equal, have the preference," was doubtless adopted with the thought that it would strengthen the High School rather than that it would improve the corps of teachers. It, however, had other important results. It set a standard of attainment at a time when such standards were very necessary and very indefinite. It has resulted in filling our entire body of teachers with High School graduates or those of corresponding attainments.

The first restriction on the employment of teachers was that candidates should be selected from an Approved List made up beforehand, by vote of the Committee on Qualifications. This list soon grew very large and contained the names of many persons ill prepared for the work of teaching.

The effort to secure better teachers first took the form in 1884 and '5 of purging the Approved List by requiring the Superintendent to examine all who were on the list, and reject those who did not reach a suitable standard. It was then provided that thereafter only those who had passed a satisfactory examination could have their names placed upon this list.

The result of this effort is indicated by the following quotation from the report of the Committee on Annual Report for June, 1885:

"Your committee are glad to report that the action of the Committee on Qualifications in preparing a list of names of applicants approved by them, after a careful examination has greatly advanced and simplified the work of the general body in selecting better teachers."

In the fall of 1885 the first Training Schools for teachers were established at Camp Street and Messer Street. Later a third was started at Harriet Street. From that time to the present the Training Schools have been a most valuable and popular feature of our schools.

#### HIGH SCHOOL STUDENTS.

In March, 1895, the Superintendent presented to the High School Committee a plan for the training of teachers for High Schools. The plan was approved by the High School Committee, adopted by the general committee, and went into operation in September of that year. It is still continued with success and is an arrangement unique in the educational world.

The main features of the plan were as follows:

1. Brown University is to offer to its senior class and to the ladies in the senior class in the woman's college courses in theoretic pedagogy.

2. It will likewise offer to graduate students who have taken these courses the opportunity for more extended study in these lines.

3. The School Committee shall elect two or more of the persons taking graduate work in pedagogy to be teachers in the Providence High Schools.

4. These teachers are to be employed but about half time and are to be paid \$400 per annum.

5. Such teachers shall be subject to the regulations of the schools and liable to dismissal at any time when it is found that their services are unsatisfactory.

6. These teachers are employed for one year only and will not be re-employed unless needed in some other position.

7. These student teachers are to be subject to the assignment and direction of the principals as other teachers are, but as to general direction of their studies are to be subject to the Professor of Pedagogy in Brown University; as to methods of instruction, they shall be advised by the teachers at the head of the departments in which their several classes are studying.

8. The High School Committee assigns certain teachers of the High School to give instruction in methods to student teachers.

It was thought that the following advantages to our High School would result:

1. Untrained teachers will work under better supervision than before.
2. The committee will have the opportunity of selecting for permanent positions teachers of unusual promise.
3. Its leading teachers will be improved by their effort to meet new responsibilities.

The anticipations of the committee have been realized.

#### SALARIES.

The salaries originally established were \$500 per annum for preceptors, who are represented by our Grammar masters, and \$200 to ushers, or male assistants. In 1818 the salaries of the ushers were raised to \$250. In 1828 the salaries of preceptresses, as principals of primary schools were called, were fixed at \$175. In 1829 assistants in primary schools were employed at salaries of \$100 each.

In 1835 salaries were increased so that:

Preceptors received .....	\$600
Ushers .....	300
Preceptors of the African schools .....	450
Preceptresses .....	200
Assistants in primary schools, per annum .....	125

In consequence of this increase the appropriation which had been uniformly for thirty-five years \$5,000 per annum was increased to \$8,000.

In 1838 there was a decided increase in teachers' salaries and the following rates were established :

Superintendent.....	\$1,250
High School, principal .....	1,250
High School, assistant, male .....	750
High School, assistant, female .....	500
Master of a Grammar School .....	800
Assistant in Grammar School, male .....	400
Assistant in Grammar School, female .....	225
Principal of Primary School .....	250
Assistant of Primary School .....	200

In colored schools :

Male principal .....	500
Female principal .....	200
Male assistant .....	250
Female assistant .....	150

#### SALARY OF THE SUPERINTENDENT.

The salary of the Superintendent was fixed in 1838 at \$1,250. In 1853 this salary was \$1,500. In 1854 this salary was raised to \$1,800, but was reduced in 1858 to \$1,600. In 1864 the salary was restored to \$1,800; in 1865 it was increased to \$2,000, and in 1866 to \$2,250; in 1869 to \$2,400; in 1870 to \$2,500. In 1877 it was reduced to \$2,250. In 1883 it was increased to \$3,000; in 1885 it was made \$3,500, and in 1893 it became \$4,000.

#### SALARY OF HIGH SCHOOL PRINCIPAL (First male teacher in the High School).

The salary of the principal of the High School was made the same as that of the Superintendent, or \$1,250, by the salary ordinance of 1838. In 1853 this salary was \$1,500; in 1854 it was made \$1,800, and was reduced in 1858 to \$1,200. In 1864 the salary was made \$1,350; in 1865, \$1,600; in 1866, \$1,850; in 1869, \$1,900; in 1871, \$2,200; in 1878, \$2,100; in 1885, \$2,500.

The highest salary paid to female assistants in the High School has varied as follows:

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1838 .....	\$ 500	1875 .....	\$1,500
1848 .....	650	1878 .....	1,400
1864 .....	700	1882 .....	1,500
1865 .....	875	1886 .....	1,800
1869 .....	1,100	1890 .....	2,000
1871 .....	1,300		

The salaries of Grammar School principals have been :

1800 .....	\$ 500	1864 .....	\$1,200
1835 .....	600	1865 .....	1,500
1838 .....	800	1866 .....	1,800
1846 .....	900	1871 .....	2,000
1850 .....	1,000	1878 .....	1,900
1855 .....	1,200	1890 .....	2,000
1858 .....	1,100		

The highest salaries of assistants in Grammar Schools have been :

1800—Men .....	\$200	1864—Women .....	\$400
1818 “ .....	250	1865 “ .....	500
1835 “ .....	300	1866 “ .....	550
1838 “ .....	400	1868 “ .....	600
1838—Women .....	225	1871 “ .....	700
1850 “ .....	250	1872 “ .....	725
1854 “ .....	300	1878 “ .....	700
1855 “ .....	350	1890 “ .....	750

The maximum salaries of assistants in primary schools have had the following fluctuations :

1829 .....	\$100	1868 .....	\$400
1835 .....	125	1871 .....	450
1838 .....	200	1872 .....	575
1854 .....	250	1880 .....	500
1855 .....	300	1890 .....	600
1865 .....	350		

#### EVENING SCHOOLS.

That Evening Schools existed at an early date though not supported by the public money is indicated by the following vote of the Town Council, passed Dec. 15, 1800 :

“VOTED, That Mr. Gravener Taft be, and he is hereby permitted to keep an Evening School in the Second Story of the new School House on

the west side of the River, he being accountable for all damage that may accrue in consequence thereof."

Evening Schools were continued intermittently as private enterprises until 1842.

This year some philanthropic people maintained free evening schools for persons destitute of decent clothes; for children whose parents were too poor to dispense with their services during the day; for those unwilling to betray their deficiencies in education before children further advanced, though younger, than themselves. Many between the ages of six and twelve were in attendance, though there were also many "boys and girls fifteen and sixteen years of age who had not yet mastered the lessons of the spelling book and who could with difficulty read words of three letters."

The schools were kept open five months of the year beginning with November. Classes of "four to six" pupils received the entire attention of a teacher serving gratuitously.

The first mention of Evening Schools in the records of the School Committee is under date, Aug. 13, 1847. This was the record of a communication from the City Council on the establishment of two Evening Schools. This communication was referred to a committee which on the 19th of November following reported recommending that "the whole subject be indefinitely postponed."

In September, 1849, appears the following in the records of the School Committee:

"A communication signed by Owen Mason and Zachariah Allen, a committee appointed by the City Council with reference to the establishment of Evening Schools, was read by the President. The Committee of the City Council make application for liberty to use two of the Grammar School rooms, one on the East Side and one on the West Side of the River for the accommodation of said Evening Schools. They also state that in the City of New York the teachers of the Evening Schools are selected from those employed in the day schools and with the consent of this committee they propose to do the same. . . Mr. Moses B. Ives gave his views at large as to his objections. He was against the use of the present schoolhouses or teachers. He had no objection to the establishment of Evening Schools, and especially would not object on the score of expense. Mr. Caswell (Rev. Dr. Alexis) expressed similar views, but would wish the City Council to be assured of the kindly feeling of this committee. Other gentlemen expressed very similar views."

"VOTED, That it is inexpedient to use the schoolhouses for Evening Schools."

On motion of Dr. Caswell, "RESOLVED, That this Committee will cheerfully co-operate with the City Council in establishing and taking charge of Evening Schools."

As often happens, both parties to this controversy were right from their standpoint. The Council were right in desiring to use the Grammar Schools for Evening Schools on the broad ground that this was best for the Evening Schools, and on the whole for the City. The School Committee were right in their contention that the schoolhouses would be injured and the day schools annoyed by this use.

The time had not come for such use, and it has been fortunate on the whole that the School Committee carried its point for more than forty years until many generations of Evening School pupils had passed by and generations had come more amenable to discipline than those of former years.

But there was evidently a great struggle at this time over the Evening School question, for we find that on the 27th of the same month the two members of the Council Committee who signed the request to the School Committee were elected members of the School Committee in place of two members who conveniently resigned, and that the Executive Committee was instructed to open two Evening Schools and obtain rooms for the purpose. The two new members were appointed to the sub-committees in charge of the schools on the East Side and the West Side respectively.

The success of these schools may be judged from the fact that the next season four Evening Schools were established for white persons and one for colored persons.

Doubtless the Committee proceeded too fast in the establishment of so many schools, for the next season it was "RESOLVED, That one Evening School be opened on each side of the river, whenever there are sixty applicants for a school who will engage to attend regularly, and that each school be closed whenever the number in attendance falls below forty."

There was no Evening School in 1852 and '3 nor 1853 and 4.

Under date of Dec. 20, 1853, we find the record: "This Committee was called at the request of the Standing Committee of the City Council on Public Schools to ascertain if the School Committee would recommend the opening of one or more Evening Schools. After a very free expression of the views of the members of this Board, on motion of Professor Gammell, it was

"RESOLVED, That this Committee will cheerfully accept the charge of any public Evening Schools that may be established by the City Council; but that their experience does not justify the recommendation of any large expenditures for this purpose."

Two Evening Schools were established in 1854 and '5; four in 1855; also in 1856. In 1856 an additional school for girls was opened in the



High School building, in which instruction was given without compensation by Superintendent Leach and William G. Crosby. Four schools were opened in 1857, also in 1858. They were discontinued in 1859, but six were opened in 1860, under the charge of the Principals of the Grammar Schools, who were allowed to select their own lady assistants, subject to the appointment of the Committee on Qualifications. A sufficient number of assistants were appointed to allow individual instruction when classification was impracticable.

The schools were crowded with pupils and a general public interest was awakened. This plan was continued the next year.

The teachers of the day schools were employed as the teachers of the Evening Schools up to the season of 1867-8.

At this time a change was made and many students of Brown University were then first employed in these schools.

In those days irregular attendance and boisterous conduct of many, with remarkable industry and progress on the part of a few, were characteristic of the schools. In those days the average attendance was usually slightly less than one-third the enrollment.

In this vital matter we have made but little progress. Last season the average attendance was 36 per cent. of the enrollment.

We have, however, gotten beyond the point of keeping open Evening Schools for the attendance of those not well enough dressed to permit attendance in day schools. There are few pupils in the Evening Schools who would not be presentable in day schools. There is less poverty than formerly, and clothing is now so cheap that there is rarely excuse for rags and tatters.

This is a very gratifying testimony to the improved condition of the working classes.

In their report for 1872 the Committee on Evening Schools say: "The Committee are fully convinced that the time has come for the establishment of an Evening High School, thus supplying the intermediate link between the lowest and highest grade of Evening Schools. The graduates of the former have a just right to claim that the evening scholar is fully entitled to the advanced studies enjoyed by the day scholar. The grade of studies in an Evening High School would necessarily include Grammar, Commercial Arithmetic, Algebra, Geometry, Physiology, English Literature, French, German, and Latin languages, leaving science as applied to the arts for Polytechnic instruction."

In 1884 the Committee report: "That they have this year adopted the plan of employing a principal teacher to visit the schools and report to the proper persons all matters requiring any action to be taken to in-

crease the effectiveness of the schools. The Committee believe this experiment to have been a decided success."

The dawning idea that Evening Schools are best managed in classes appears in the report of the Committee on Evening Schools for 1883 and '4:

"The Committee are more and more convinced of the better results and sound economy of providing rooms for classes apart from each other rather than having old and young, boys and girls, scholars in advanced studies and those learning their letters, all in one room. . . .

"Could we have the buildings so arranged, one teacher by class instruction could well take care of forty scholars, when, by the present method of individual instruction, his time is fully occupied by ten or twelve."

In the fall of 1886 under the direction of Dr. Albert F. Blaisdell, Chairman of the Committee on Evening Schools, the system of weekly reports of attendance still followed was adopted and also the plan of the employment of "temporary teachers" to be employed when needed and so long as needed.

In 1890 and 1891 the Public Street Evening School was graded and the result highly commended. In this season also an "Advanced Evening School" was established at Bridgham Grammar School Building. The Committee say in reference to this departure: "For the first time in our school history one of the public school buildings has been opened for the establishment of a well graded and advanced evening school. . . . It is a part of a well devised plan originating with the Superintendent to enlarge the scope and usefulness of the whole Evening School service."

In June, 1891, the Superintendent of Schools presented a report to the School Committee and that portion of the report which pertained to Evening Schools was by vote of the School Committee ordered transmitted to the City Council.

From that report the following is taken:

"A session from 7:30 P. M. until 9.15, instead of 7 to 9 P. M., would be shorter than now by fifteen minutes, but practically longer, and to pupils more convenient."

"The experiment last winter of an Advanced Evening School at Bridgham . . . was encouraging . . . The general outline of the plan is this: Select from each school the more advanced, reliable, and industrious pupils, and mass them in large classes in the adjacent Grammar School buildings. . . . After some experience in the management of such classes has been gained and sufficient progress of pupils has been made, a second selection may be made and pupils from these classes in the Gram-

mar School buildings be selected to constitute classes in such special and more advanced studies as should be considered most popular, useful, and practicable. Such classes could be maintained in our High School building. I am aware that this proposition will be looked upon almost with horror by many as a desecration and probable disfigurement of our fine Day School buildings, and a source of great annoyance and harm to our Day Schools. I should have the same feeling, with equal intensity, if this plan were to be put down upon us by enactment. But if it could be entered upon cautiously and progressively, I see in it great gain to the Evening Schools, and very slight loss, if any, to the Day Schools."

In the fall of 1894 an Evening High School was opened. The committee state that "The requirements for admission and the course of study are identical with those of the Day High School, except in the time allowed for the completion of any study or course."

#### REPORT FOR THE YEAR 1899 AND 1900.

##### ATTENDANCE.

The attendance has been fairly good compared with previous years, though there have been various hindrances to good attendance that have operated to a degree greater than in former years.

First, the weather the past winter has been remarkably mild and pleasant. This may seem a strange disadvantage; but such according to the testimony of all teachers of experience it undoubtedly is. When the weather is pleasant the street corners are comfortable places, and to the majority of the pupils of the evening schools more attractive than the schoolroom. Certainly when the weather increased in severity the attendance increased, unless it became too cold or inclement. Good evening school weather is of a peculiar and rare type; too cold to permit loitering about and just cold enough to render a brisk walk agreeable and a warm schoolroom attractive.

Second, more than in any previous year within a generation have pupils been kept from evening school by overtime work in shops and mills: nearly all our evening school pupils are of the class on whom the demands of overtime work have fallen most heavily. While we rejoice at the remarkable business prosperity of the past season, we are obliged sorrowfully to acknowledge that it has damaged greatly our evening schools.

Third, never before in the history of the schools have teachers been discharged so promptly and unvaryingly when the attendance in their several classes fell below the required number. The committee on evening schools directed that the schools should be organized with at least thirteen (13) pupils to the class, and that when the number of pupils in the school averaged less than ten, one or more teachers should be discharged and their classes consolidated with other classes. This rule has been very

closely adhered to. If a teacher who has less than ten pupils is removed and the pupils are assigned to other classes, the supposition has been that most of the pupils so transferred would attend no longer. I believe there is not so great a dropping off of pupils from this cause as is usually stated; still there is no doubt that many pupils do leave on this account or make this class break up an excuse for leaving.

Whatever the loss on this account, it has been greater than ever before.

A fourth occasion of loss of membership in the schools has been the fact that I have discouraged entertainments as a means of drawing in and keeping the pupils. I have approved of all short entertainments given without announcement as a gratification or instruction to pupils, but have declined to sanction any entertainment taking the whole or the greater part of an evening and enjoyed by those not pupils of the school. I did not wish to build up an attendance by any means other than good and profitable work. There has doubtless been a smaller attendance on this account, for many principals relied on weekly or fortnightly entertainments to maintain their class averages. But notwithstanding these sources of numerical weakness, the fact that our attendance is quite as large as last winter shows that our work, if it has not drawn pupils, has held them against unusual disadvantages.

#### DISMISSING TEACHERS.

The time when the falling off in numbers became sufficient to occasion the loss of teachers and the continuous character of that loss is shown in the following statement:

Number of Teachers who left:			
1st week.....	0	11th week.....	6
2d " .....	3	12th " .....	11
3d " .....	2	13th " .....	0
4th " .....	9	14th " .....	1½ (High School).
5th " .....	10	15th " .....	1
6th " .....	2	16th " .....	2
7th " .....	5	17th " .....	1
8th " .....	11	18th " .....	2
9th " .....	1	19th " .....	1
10th " .....	5		
Before the Christmas vacation..		Total loss .....	
48		73½	

To show how the attendance of the several departments of the evening schools compares with that of recent years I present the following table of attendance by departments and weeks for the present and two previous seasons:



## AVERAGE ATTENDANCE IN EVENING SCHOOLS, ETC.—Continued.

WEEKS ENDING.	15	16	17	18	19	20	21	22	23	24	25	Totals.	Av. Attendance.
YEAR OF 1897-1898.	Jan. 28.	Feb. 4.	Feb. 10.	Feb. 18.	Feb. 25.								
High.....	544.	317.	527.	522.	590.							11,847.	623.5
Advanced.....	378.	225.7	386.2									7,924.1	466.1
Common.....	1,140.7	711.1	1,106.2									21,457.3	1,262.2
	2,062.7	1,253.8	2,019.4	522.	590.							41,228.4	2,351.8
YEAR OF 1898-1899.	Mar. 3.	Mar. 10.	Mar. 17.	Mar. 24.	Mar. 31.	Apr. 7.							
High.....	316.	311.	266.	276.	279.	368.						7,863.	362.6
Advanced.....	300.8	327.4	265.1	294.	282.2	293.6						6,721.1	336.
Common.....	936.6	928.7	802.6	805.9	773.2	886.7						20,968.9	1,047.9
	1,553.4	1,567.1	1,333.7	1,375.9	1,334.4	1,538.3						35,553.0	1,776.5
YEAR OF 1899-1900.	Jan. 26.	Feb. 2.	Feb. 9.	Feb. 16.	Feb. 23.	Mar. 2.	Mar. 9.	Mar. 16.	Mar. 23.	Mar. 30.	April 7.	Based on 20 weeks.	
High.....	296.	296.	303.	276.	276.	257.	250.	226.	247.	245.	283.	7,565.	378.2
Advanced.....	372.8	404.5	403.3	388.2	366.4	341.5	405.7	379.9	357.3	340.3	360.4	9,248.2	462.4
Common.....	800.2	811.2	745.5	707.6	695.1	583.1						18,072.6	903.6
	1,469.	1,511.7	1,451.8	1,371.8	1,337.5	1,191.6	655.7	605.9	604.3	585.3	643.4	34,885.8	1,744.2

## LOSS OF NUMBERS.

To indicate how serious is the falling off in the schools during the season I have made the following table showing what per cent. in each school the attendance of the nineteenth week was of the first week this year and last year :

PERCENTAGE WHICH THE ATTENDANCE OF THE NINETEENTH WEEK IS OF  
THAT OF THE FIRST WEEK.

	YEAR 1899-1900.		YEAR 1898-1899.	
	Advanced.	Common.	Advanced.	Common.
High, Mon. Wed. Fri.....	51		41	
High, Tues. Thur.....	63		47	
Academy.....	59		82	
America.....		18		females 41 males 37
Branch.....	51	31	67	51
Bridgham.....	44		51	
Candace.....	64	76	57	112
Charles.....		67		44
Doyle.....	26	49	33	81
Federal ..		60		46
Harrison.....		36		38
Haymarket.....		109		137
Hospital.....		67		50
Killingly .....	79	13		121
Manton.....		61		59
Mount Pleasant.....		44		48
North Main.....				43
Olneyville .....		44		44
Oxford .....	45	52	54	35
Pallas.....		62		73
Plainfield.....		42		43
Point .....	59		57	
Thayer.....	43	89	52	69
Vineyard .....	54	99	99	88
Wanskuck.....		18		35

From this table it can be seen in a general way which schools had the best hold upon their pupils, and it appears that the high school has done better this year than last; that of the advanced schools two make a better and eight a less favorable showing than last year; and of the common schools seven have done better and eight worse than last year, and three have practically the same record as last year.

Last year the attendance the nineteenth week was 1,334 and this year 1,337. The twentieth week last year had in attendance 1,537, showing a gain during the closing week of 203 pupils. This year the twentieth week showed a loss of 146. If, instead of the loss this year we had had the gain of last year, we should have closed with 349 more pupils than we actually did, a gain of 29 per cent. This 29 per cent. measures the difference in attendance between schools having entertainments for their closing night and schools having no such exercises. Last year 203 pupils came in to take part in or enjoy an entertainment. This year 146 left because the term was nearly over, they were tired of school, and there was nothing to draw them.

I have felt all winter the loss in the schools of the entertainments that attract evening school pupils; but I have been willing to make the experiment, and have been willing to get rid of an objectionable kind of entertainment whose chief object was to draw pupils rather than to instruct them.

May we not on the whole congratulate ourselves that this year by steady work we have held our schools until the nineteenth week up to the level of last year's attendance without resort to entertainments, against the serious loss from overtime work in the mills and shops, and the loss from the dispersal of classes by the dismissal of teachers. The weather and the demands of business are not in our control; but we can avoid the breaking up of the remnants of classes, and we can join more of attraction to the service we render by sober work.

If 5 per cent. more money spent in ways to draw pupils would increase the average attendance 25 per cent., without detriment otherwise, it would be very profitably spent. Last year seven teachers were employed as clerks at a cost of about \$1,000. This year we have done without them. I would like to continue to do without them, and to spend that \$1,000 in ways to brighten the schools.

First, I would have a supervisor of music to visit the schools and instruct in singing. Something like an old-fashioned singing school with some rote and some note singing by the pupils, and some listening to the fine solo singing of the leader would realize my desire in this direction, would add decidedly to the enjoyment of the pupils and in some degree to



their profit. Such a special teacher would reach each school for a half hour once a fortnight, and the cost would be slight.

Second, once a fortnight a lecture on geography or physiology, illustrated by stereopticon views, would instruct and entertain at the same time. The combination of these two plans would bring to each school every week something novel, profitable and enjoyable, and the whole would cost less than the clerks whose services we may very well dispense with.

There follows a table showing the number of evenings in attendance of each person enrolled. This table has cost a great deal of labor, more than one month of full time work, and is worthy of close examination.

I desire to call your attention to the very great number who have attended less than ten evenings. All these have gained nothing, and many of them have done the schools much harm by disorderly conduct.

In some of the schools there is likewise a goodly number who have attended very faithfully nearly all the evenings the schools have been in session.

#### ADVANCED SCHOOLS.

EVENINGS ATTENDED.	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-73	Totals.
Academy. ....	51	30	34	21	24	30	50	10	250
Branch. ....	24	17	9	8	9	4	2	2	75
Bridgham. ....	49	25	14	12	10	13	15	4	142
Doyle. ....	92	20	9	3	4	4	6	0	138
Killingly. ....	9	3	5	2	1	5	2	0	27
Oxford. ....	60	16	6	6	5	7	9	3	112
Point. ....	43	18	14	13	9	12	4	2	115
Thayer. ....	22	15	9	6	6	6	1	0	65
Vineyard. ....	22	14	10	6	4	10	16	3	85
	372	158	110	77	72	91	105	24	1,009

	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	100-109	110-118	Total.
Candace...	33	16	16	8	7	9	6	10	8	11	13	13	150

## COMMON SCHOOLS.

EVENINGS ATTENDED.	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-95	Totals.
America.....	54	35	18	7	4	7	4	5	2	0	136
Branch.....	112	56	21	5	14	13	8	8	10	2	249
Candace.....	41	17	10	9	10	8	7	9	12	4	127
Charles.....	131	44	22	22	26	18	15	12	13	2	305
Doyle.....	79	37	17	16	9	8	3	1	1	0	171
Federal.....	117	92	51	37	17	21	24	28	30	8	425
Harrison....	68	9	20	11	9	6	3	2	3	0	131
Haymarket..	14	12	10	11	3	9	7	5	1	0	72
Hospital....	63	15	14	9	5	9	10	9	5	1	140
Killingly....	35	19	11	5	2	4	3	2	2	0	83
Manton.....	22	13	7	12	4	11	11	3	0	0	83
Mt. Pleasant.	110	57	25	28	20	21	29	15	17	4	326
Olneyville...	65	33	12	14	21	11	8	13	5	1	183
Oxford.....	24	11	4	7	13	6	6	4	4	0	79
Pallas.....	3	10	9	7	7	3	4	3	3	3	52
Plainfield...	33	12	9	9	10	7	5	4	6	3	98
Thayer.....	42	40	15	8	22	13	9	2	4	0	155
Vineyard....	23	11	5	1	8	8	2	3	2	0	63
Wanskuck...	59	26	16	13	6	4	3	6	3	0	136
	1,095	549	296	231	210	187	161	134	123	28	3,014

## NUMBER OF SESSIONS PER WEEK.

This year the advanced schools have been in session three evenings per week and the common schools five evenings. This is not an ideal system, and has been, if I understand the matter rightly, the plan of no member of the Evening School Committee. Some members of the committee favored three evenings per week, and others five. The result was a compromise which made the schools somewhat awkward in their structure. We have three advanced schools, twelve common schools, and seven both advanced and common. In these latter schools on three evenings of the week

High School building, in which instruction was given without compensation by Superintendent Leach and William G. Crosby. Four schools were opened in 1857, also in 1858. They were discontinued in 1859, but six were opened in 1860, under the charge of the Principals of the Grammar Schools, who were allowed to select their own lady assistants, subject to the appointment of the Committee on Qualifications. A sufficient number of assistants were appointed to allow individual instruction when classification was impracticable.

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The time when the falling off in numbers became sufficient to occasion the loss of teachers and the continuous character of that loss is shown in the following statement:

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1st week.....	0	11th week.....	6
2d " .....	3	12th " .....	11
3d " .....	2	13th " .....	0
4th " .....	9	14th " .....	1½ (High School).
5th " .....	10	15th " .....	1
6th " .....	2	16th " .....	2
7th " .....	5	17th " .....	1
8th " .....	11	18th " .....	2
9th " .....	1	19th " .....	1
10th " .....	5		
<hr/>		<hr/>	
Before the Christmas vacation..		Total loss .....	
48		73½	

To show how the attendance of the several departments of the evening schools compares with that of recent years I present the following table of attendance by departments and weeks for the present and two previous seasons:

## AVERAGE ATTENDANCE IN EVENING SCHOOLS, BY WEEKS AND DEPARTMENTS.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
WEEKS ENDING.	Oct. 15.	Oct. 22.	Oct. 29.	Nov. 5.	Nov. 12.	Nov. 19.	Nov. 26.	Dec. 3.	Dec. 10.	Dec. 17.	Dec. 24.	Jan. 7.	Jan. 14.	Jan. 21.
YEAR OF 1897-1898.														
High.....	823.	823.	761.	715.	717.	700.	654.	674.	651.	533.	598.	594.	580.	524.
Advanced.....	761.6	698.2	602.	489.8	546.2	511.6	453.4	441.2	462.8	377.8	409.	414.4	405.6	390.6
Common.....	1,087.6	1,557.4	1,538.3	1,258.4	1,411.5	1,362.3	1,272.1	1,279.8	1,297.4	1,218.8	1,145.6	1,124.3	1,198.5	1,147.3
	3,272.2	3,048.6	2,901.3	2,463.2	2,674.7	2,573.9	2,379.5	2,395.0	2,411.2	2,129.6	2,152.6	2,132.7	2,184.1	2,061.9
YEAR OF 1898-1899.	Nov. 25.	Dec. 2.	Dec. 9.	Dec. 16.	Dec. 20.	Dec. 30.	Jan. 6.	Jan. 13.	Jan. 20.	Jan. 27.	Feb. 3.	Feb. 10.	Feb. 17.	Feb. 24.
High.....	604.	557.	607.	529.	438.	457.	487.	450.	431.	328.	351.	292.	219.	327.
Advanced.....	449.2	403.9	428.4	376.	372.	317.7	366.6	363.4	369.	328.5	328.8	281.2	256.9	316.4
Common.....	1,412.6	1,200.1	1,354.5	1,217.9	1,310.6	1,044.6	1,151.5	1,195.1	1,176.4	1,027.2	1,154.	910.5	694.9	975.3
	2,465.8	2,161.0	2,389.9	2,122.9	2,120.6	1,819.3	1,975.1	2,008.5	1,976.4	1,683.7	1,833.8	1,483.7	1,170.8	1,618.7
YEAR OF 1899-1900.	Oct. 13.	Oct. 20.	Oct. 27.	Nov. 3.	Nov. 10.	Nov. 17.	Nov. 24.	Nov. 29.	Dec. 8.	Dec. 15.	Dec. 22.	Jan. 5.	Jan. 12.	Jan. 19.
High.....	491.	544.	545.	446.	513.	469.	437.	376.	384.	370.	328.	306.	330.	322.
Advanced.....	684.6	635.5	587.9	532.7	521.9	525.4	495.9	430.4	488.7	404.6	397.5	356.7	430.6	419.1
Common.....	1,365.1	1,258.	1,199.1	963.8	1,073.	1,035.4	970.7	873.9	926.8	914.2	722.3	748.	841.0	838.6
	2,540.7	2,437.5	2,332.	1,932.5	2,107.9	2,029.8	1,903.6	1,880.3	1,799.5	1,748.8	1,447.8	1,410.7	1,601.6	1,570.7

## AVERAGE ATTENDANCE IN EVENING SCHOOLS, ETC.—Continued.

WEEKS ENDING.	15	16	17	18	19	20	21	22	23	24	25	Totals.	Av. Attendance.
YEAR OF 1897-1898.	Jan. 28.	Feb. 4.	Feb. 10.	Feb. 18.	Feb. 25.								
High.....	544.	317.	527.	522.	590.							11,847.	623.5
Advanced.....	378.	225.7	386.2									7,924.1	466.1
Common.....	1,140.7	711.1	1,106.2									21,457.3	1,262.2
	2,062.7	1,253.8	2,019.4	522.	590.							41,228.4	2,351.8
YEAR OF 1898-1899.	Mar. 3.	Mar. 10.	Mar. 17.	Mar. 24.	Mar. 31.	Apr. 7.							
High.....	316.	311.	266.	276.	279.	358.						7,853.	392.6
Advanced.....	300.8	327.4	265.1	294.	282.2	293.6						6,721.1	336.
Common.....	936.6	928.7	802.6	805.9	773.2	886.7						20,988.9	1,047.9
	1,553.4	1,567.1	1,333.7	1,375.9	1,334.4	1,538.3						35,553.0	1,776.5
YEAR OF 1899-1900.	Jan. 26.	Feb. 2.	Feb. 9.	Feb. 16.	Feb. 23.	Mar. 2.	Mar. 9.	Mar. 16.	Mar. 23.	Mar. 30.	April 7.	Based on 20 weeks.	
High.....	286.	296.	303.	276.	276.	257.	250.	226.	247.	245.	283.	7,565.	378.2
Advanced.....	372.8	404.5	403.3	388.2	366.4	341.5	405.7	379.9	357.3	340.3	360.4	9,248.2	462.4
Common.....	800.2	811.2	745.5	707.6	695.1	583.1						19,072.6	903.6
	1,469.	1,511.7	1,451.8	1,371.8	1,337.5	1,191.6	655.7	605.9	604.3	585.3	643.4	34,895.8	1,744.2



## LOSS OF NUMBERS.

To indicate how serious is the falling off in the schools during the season I have made the following table showing what per cent. in each school the attendance of the nineteenth week was of the first week this year and last year :

PERCENTAGE WHICH THE ATTENDANCE OF THE NINETEENTH WEEK IS OF  
THAT OF THE FIRST WEEK.

	YEAR 1899-1900.		YEAR 1898-1899.	
	Advanced.	Common.	Advanced.	Common.
High, Mon. Wed. Fri.....	51		44	
High, Tues. Thur.....	63		47	
Academy.....	59		82	
America.....		18		females 41 males 37
Branch.....	51	31	67	51
Bridgham.....	44		51	
Candace.....	64	76	57	112
Charles.....		67		44
Doyle.....	26	49	33	81
Federal ..		60		46
Harrison.....		36		38
Haymarket.....		109		137
Hospital.....		67		50
Killingly .....	79	13		121
Manton.....		61		59
Mount Pleasant.....		44		48
North Main.....				43
Olneyville .....		44		44
Oxford ..	45	52	54	35
Pallas.....		62		73
Plainfield.....		42		43
Point .....	59		37	
Thayer.....	43	89	52	69
Vineyard .....	54	99	99	88
Wanskuck.....		18		35

From this table it can be seen in a general way which schools had the best hold upon their pupils, and it appears that the high school has done better this year than last; that of the advanced schools two make a better and eight a less favorable showing than last year; and of the common schools seven have done better and eight worse than last year, and three have practically the same record as last year.

Last year the attendance the nineteenth week was 1,334 and this year 1,337. The twentieth week last year had in attendance 1,537, showing a gain during the closing week of 203 pupils. This year the twentieth week showed a loss of 146. If, instead of the loss this year we had had the gain of last year, we should have closed with 349 more pupils than we actually did, a gain of 29 per cent. This 29 per cent. measures the difference in attendance between schools having entertainments for their closing night and schools having no such exercises. Last year 203 pupils came in to take part in or enjoy an entertainment. This year 146 left because the term was nearly over, they were tired of school, and there was nothing to draw them.

I have felt all winter the loss in the schools of the entertainments that attract evening school pupils; but I have been willing to make the experiment, and have been willing to get rid of an objectionable kind of entertainment whose chief object was to draw pupils rather than to instruct them.

May we not on the whole congratulate ourselves that this year by steady work we have held our schools until the nineteenth week up to the level of last year's attendance without resort to entertainments, against the serious loss from overtime work in the mills and shops, and the loss from the dispersal of classes by the dismissal of teachers. The weather and the demands of business are not in our control; but we can avoid the breaking up of the remnants of classes, and we can join more of attraction to the service we render by sober work.

If 5 per cent. more money spent in ways to draw pupils would increase the average attendance 25 per cent., without detriment otherwise, it would be very profitably spent. Last year seven teachers were employed as clerks at a cost of about \$1,000. This year we have done without them. I would like to continue to do without them, and to spend that \$1,000 in ways to brighten the schools.

First, I would have a supervisor of music to visit the schools and instruct in singing. Something like an old-fashioned singing school with some rote and some note singing by the pupils, and some listening to the fine solo singing of the leader would realize my desire in this direction, would add decidedly to the enjoyment of the pupils and in some degree to

their profit. Such a special teacher would reach each school for a half hour once a fortnight, and the cost would be slight.

Second, once a fortnight a lecture on geography or physiology, illustrated by stereopticon views, would instruct and entertain at the same time. The combination of these two plans would bring to each school every week something novel, profitable and enjoyable; and the whole would cost less than the clerks whose services we may very well dispense with.

There follows a table showing the number of evenings in attendance of each person enrolled. This table has cost a great deal of labor, more than one month of full time work, and is worthy of close examination.

I desire to call your attention to the very great number who have attended less than ten evenings. All these have gained nothing, and many of them have done the schools much harm by disorderly conduct.

In some of the schools there is likewise a goodly number who have attended very faithfully nearly all the evenings the schools have been in session.

#### ADVANCED SCHOOLS.

EVENINGS ATTENDED.	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-73	Totals.
Academy.....	51	30	34	21	24	30	50	10	250
Branch.....	24	17	9	8	9	4	2	2	75
Bridgham.....	49	25	14	12	10	13	15	4	142
Doyle.....	92	20	9	3	4	4	6	0	138
Killingly.....	9	3	5	2	1	5	2	0	27
Oxford.....	60	16	6	6	5	7	9	3	112
Point.....	43	18	14	13	9	12	4	2	115
Thayer.....	22	15	9	6	6	6	1	0	65
Vineyard.....	22	14	10	6	4	10	16	3	85
	372	158	110	77	72	91	105	24	1,009

	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	100-109	110-118	Total.
Candace...	33	16	16	8	7	9	6	10	8	11	13	13	150

## COMMON SCHOOLS.

EVENINGS ATTENDED.	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-95	Totals.
America.....	54	35	18	7	4	7	4	5	2	0	136
Branch .....	112	56	21	5	14	13	8	8	10	2	249
Candace.....	41	17	10	9	10	8	7	9	12	4	127
Charles .....	131	44	22	22	26	18	15	12	13	2	305
Doyle.....	79	37	17	16	9	8	3	1	1	0	171
Federal.....	117	92	51	37	17	21	24	28	30	8	425
Harrison ....	68	9	20	11	9	6	3	2	3	0	131
Haymarket..	14	12	10	11	3	9	7	5	1	0	72
Hospital.....	63	15	14	9	5	9	10	9	5	1	140
Killingly ....	35	19	11	5	2	4	3	2	2	0	83
Manton .....	22	13	7	12	4	11	11	3	0	0	83
Mt. Pleasant.	110	57	25	28	20	21	29	15	17	4	326
Olneyville...	65	33	12	14	21	11	8	13	5	1	183
Oxford .....	24	11	4	7	13	6	6	4	4	0	79
Pallas .....	3	10	9	7	7	3	4	3	3	3	52
Plainfield....	33	12	9	9	10	7	5	4	6	3	98
Thayer .....	42	40	15	8	22	13	9	2	4	0	155
Vineyard....	23	11	5	1	8	8	2	3	2	0	63
Wanskuck...	59	26	16	13	6	4	3	6	3	0	136
	1,095	549	296	231	210	187	161	134	123	28	3,014

## NUMBER OF SESSIONS PER WEEK.

This year the advanced schools have been in session three evenings per week and the common schools five evenings. This is not an ideal system, and has been, if I understand the matter rightly, the plan of no member of the Evening School Committee. Some members of the committee favored three evenings per week, and others five. The result was a compromise which made the schools somewhat awkward in their structure. We have three advanced schools, twelve common schools, and seven both advanced and common. In these latter schools on three evenings of the week

both common and advanced schools have been in session. On Tuesday and Thursday evenings only the classes of the common schools were in session. To this there was one exception; the Candace Street Evening School was in session five evenings per week to accommodate the boys of the Working Boys' Home, about forty in number, to whom the evening school was not only an opportunity to study, but also a convenient resort in which to spend their evenings.

The arguments in favor of three evenings per week rather than five are chiefly that young people after a hard day's work ought not to have a hard evening's work; that the pupils will not attend more than three evenings per week on the average, and that it is better to have them all in and all out the same evenings; that if they are anxious to learn they can study at home the two alternate evenings; that the evening schools allow children who rise early to go to their work, too little time for sleep. They enter the mills at 6.30 A.M. If we allow time for household and personal duties for eating breakfast and walking to the mill, it seems probable that they rise at 5.30 A. M. The advanced evening schools close at 9.30, the common schools at 9.15. After this come the walk home and the household duties so that it is probably ten o'clock or later before the children are in bed. Probably the time in bed and the time in sleep are nearly the same. This allows them only about seven hours of sleep, which is by all authorities too little even for adults. Children of evening school age should have nine hours of sleep.

Those who believe in five evenings per week say, the children will learn more in five evenings than in three, for they will not study at home, that they lose the connection of their work if they omit the alternate sessions. They also say that the children will sit up any way and would probably be in worse places than evening schools if not allowed to attend the school.

Thinking experience elsewhere might be of service to us I have written to all the cities of New England maintaining evening schools and find that the following places have five sessions per week for the number of weeks named:

	Number of Evenings.	Number of Weeks.
Boston.....	5	25
Bridgeport.....	5	15
Burlington.....	5	16 to 18
Hartford.....	5	16
New Haven.....	5 (Exactly 75 nights.)...	15
Worcester.....	5	23

The following cities have four sessions per week in their evening schools :

	Number of Evenings.	Number of Weeks.
Portland.....	4	20
Brookline.....	4	About 20
Chelsea.....	4	13
Lowell.....	4	High, 20 Elementary, 19
Woonsocket.....	4	13

The following cities have three sessions per week :

	Number of Evenings.	Number of Weeks.
Cambridge.....	3	22
Lynn.....	3	15
Pawtucket.....	3	About 20

#### KINDS OF EVENING SCHOOLS.

In considering the evening schools we will be helped to definiteness in our thinking if we separate them into at least four divisions: (1st) the High School, (2d) the advanced schools, (3d) the schools and classes for foreigners learning English, and (4th) the other lower schools attended by the American and Irish boys and girls from the mills, shops, and homes.

The older men that some years ago were seeking knowledge in the evening schools are now conspicuously absent from the English speaking classes. A few adults may be found in the high schools and in the schools and classes for foreigners, but not more than a dozen probably have been in all the other schools this winter.

#### THE HIGH SCHOOL.

The high school has employed fifteen teachers and instructed 547 pupils with an average attendance of 378 pupils. This is a well administered and well planned school. Its success consists and will consist in having good teachers, apt to instruct, patient, enthusiastic and content with what can be accomplished by pupils not well prepared, moderately desirous of learning, who are willing to take what they can get in the two hours of session. This school is to be commended and we ought to be very well satisfied with it. We must disabuse our minds, however, of the idea that such a school will give thorough training and advanced scholarship. It is useless to think of a course of study for such a school; none is needed nor

practicable. The only thing to do is to have such classes in high school subjects as are called for and to see that the right teachers are employed.

The pupils, had they the perseverance and ambition necessary to dogged continuance for many years, would require at least a dozen years to complete a course equivalent to that in the day high schools. Should a few undertake so great a task, the numbers would be too small in the upper classes to be profitably taught. The experience of some years has shown that Latin cannot be profitably taught, for the pupils will not do the necessary amount of work, and the classes in that subject were not offered this year. This settles the question of a "course of study." Let us no longer think of such a thing but hunt for popular and profitable subjects that will have a sufficient attraction for young people having the right preparation to undertake them.

I think the usefulness and importance of the school might be increased by providing weekly lessons or lectures on some subjects instead of lessons for two or three evenings per week as now. Specialists, known to be strong in their particular lines should be employed for this work. Many capable persons could probably be induced to take a class an hour a week who could not be persuaded to give five full evenings to the school.

The effort to provide each teacher with work full time for five evenings per week reduces the teaching force to those who are able and willing to devote all their evenings to the school, and sometimes incongruous subjects are linked together to make the time come right for the teacher.

Something akin to university extension work, that perhaps might be called high school extension work, might very properly become a part of the work offered in this school. When lessons or lectures of large cost were offered, a fee for attendance, sufficient to cover the cost, might reasonably be charged, the high school limiting its share in the enterprise to providing place and arrangements for the classes.

It appears to be a fact which must be accepted as one of the conditions on which evening schools are maintained that very little home study can be expected. There are three strong reasons for this, in the first place, the home conditions are usually unfavorable, in the second place, the stimulating influence of teachers and other pupils in the same work is needed to lead the untrained mind and tired body to strong effort, and in the third place, there is on the part of most pupils very little ambition or desire for knowledge to furnish the basis of effort against so great difficulties.

He who thinks of the evening schools, especially those of lower grades, as opportunities for those eager to rise to find chances to work to overcome cruel fate, is deluded by his philanthropic desires. This is distinctly

less the case than years ago. This does not reduce the inspiration to the true philanthropist; for these people must be saved from themselves and their tendencies, but it becomes a condition on which he must base his efforts. Anxiety for knowledge and willingness to work to get it is usually in direct proportion to the mental training already gained. Hence the high school contains that part of the evening school pupils most anxious to learn and most profiting from their opportunities. The schools next in rank of profitableness from the standpoint of gain by the pupils are the advanced schools; of least value and sometimes of doubtful utility are the lower or common schools. In these statements it should be understood that I am speaking of evening schools for English speaking pupils. The schools and classes for foreigners stand on a basis of their own and should be maintained whether there are any other evening schools or not.

#### GRADING THE SCHOOLS.

A visitor to the common evening schools and to some of the advanced schools will see the teachers passing among the seats, pausing to stand a time over each pupil and to converse with him. The visitor may judge that the teacher is assisting the pupil, but he can form no impression of the quality of such assistance. Nor can he tell the effect, except by observing the attitude of the pupil at the time of this conversation and immediately afterward. This is a wasteful and tedious process, tiresome to the pupil in waiting, monotonous and repetitious to the teacher.

No improvement in the evening schools is more essential than their proper grading. The opinion strongly prevails among the evening school teachers that this cannot be done, and that those who urge it have been led by the analogy of the day schools to the adoption of an impracticable theory. Hence, I have advised grading the schools but have not in every case insisted upon it. The evening school teachers have personal objections to all attempts to grade the schools. Whenever grading takes place, it will necessitate moving pupils from one class to another, and no teacher is willing to have any pupils taken out of his class to be put into another; for his class would thereby become diminished in number and the prospect of his losing his work from lack of numbers would be manifest. It is stated that pupils like to be in classes with their friends and with their favorite teachers and that any change in these relations will cause them to leave the school. These personal objections, if listened to, would put a perpetual stop to all efforts at grading. Hence, even if true and weighty, they must be put aside, if the advantages of grading are ever to be secured. The question is not, would grading be popular and increase



the attendance; but has it intrinsic advantages sufficient to pay for the necessary effort to overcome the obstacles in its way and the inherent difficulties.

In the first place, the difficulties are not insurmountable. The evening schools can be graded.

The division of the schools into common and advanced departments is a long step towards grading them. The high school takes all pupils who can do high school work. The advanced schools include the three grades next below the high school, and the common schools include all below the advanced schools aside from the foreigners and a very few others. There are in the common schools but three grades of pupils, corresponding to the fourth, fifth, and sixth school years of the day schools. Every common school can be divided into these three graded classes, together with an ungraded class of those just learning to read and write. If any of these classes are too large, they can be divided; if too small, two of them may be united. Besides these three grades there would be in most of the common schools one ungraded class not very large.

It is, then, not at all impossible to grade the schools; the more troublesome question is, would the several classes remain practically graded during the twenty weeks? To secure this result several practical devices may be employed.

The object in grading pupils is to enable the instruction of the teacher to reach many instead of one, to secure the pupil's greater interest because he is working with others, to secure for the pupil the opportunity to recite, which fastens his knowledge and cultivates his power of expression, to enable him to gain the light that comes from the explanations given by or to others.

This season our main accomplishment has been the grading to a considerable extent of the common schools. The advantages to be anticipated from this work are economy and efficiency. The difference in economy can be readily seen by comparing the average attendance per teacher per evening in the common and advanced schools. The average attendance per teacher in the advanced schools for the first sixteen weeks of this season was 14.6; in the common schools 9.6. The cost per pupil is inversely in proportion to the size of the class. In other words the advanced schools by reason of their grading were taught for sixty-five per cent. of what they would have cost had they remained ungraded. This shows that a grading even partial increases the number of pupils that can be taught by one teacher and that we might readily increase the pay of teachers capable of giving instruction to classes, without increasing the cost of the evening schools.

The efficiency is greater also by the plan of class instruction. A pupil will learn more in a class of reasonable size than he will by being instructed by himself, particularly if he be one of little personal ambition and influenced largely by his surroundings, as most evening school pupils are.

Instruction is actually given with greater definiteness and carefulness to a class than to an individual. This is particularly true if the same work is repeated with several individuals successively. Such work becomes so irksome to the teacher that it is almost invariably badly slighted.

The customary method of assignment of pupils to classes has been to put pupils into whatever classes they wished to go, on the supposition that by so doing they would be better pleased and more likely to attend. The preference of the pupils depended on their acquaintance with the teacher or his popularity as reported by others, on their first impressions of his appearance, or upon the fact that there were to be in the class friends of the incoming pupil.

We began the work of grading the schools at the end of the seventh week. By beginning this work at this time we had the advantage of an acquaintance of the teachers with the pupils and of the principal with the teachers, so that the new adjustments could be placed on a reasonable basis. When the teachers yielded to conditions, as they did very pleasantly, the real difficulties of the change were found to be much less than had been anticipated. No effort has been made to increase the size of the classes as a result of the grading; that may very well be done next season.

#### DIFFICULTIES TO BE MET.

There are certain serious obstacles to the attainment of a gratifying success in the conduct of the evening schools. One of these is the very little interest in learning which the pupils have. There are a few young men eighteen to twenty-five years of age who are very anxious to overcome the failures of their earlier years, and learn to read, write, and cipher; but there not many such. Most seem to have very little care to learn: they come because others do, because in this way they get work certificates, because their parents urge it.

It is discouraging to read in previous reports the glowing accounts of progress made, the stories of evening school pupils reciting to each other during the day the lessons of the previous or the coming evening, of early rising to study the evening school lessons. One comparing these reports and present facts must make great allowance for the philanthropic enthusiasm of the writers, or must believe that a great and unfavorable

change has taken place in the class of persons who attend evening schools. There may be in the common evening schools cases of ability and interest such as characterized former days; but no teacher has pointed out any such cases to me though I have inquired diligently.

If these pupils, uninterested as they are, were in attendance several winters, it might be hoped that they would be at length aroused to appreciate knowledge. But the table below, showing how many of this winter's scholars are in the evening schools for their first season, how many for the second, etc., indicates that we are dealing with a transient class, most of whom we shall not see again. The table shows that fifty-four per cent. are in school for the first time, twenty-four and six-tenths per cent. for a second time, and only twelve and one-tenth per cent. have been in attendance two seasons before the present.

Number of seasons in school before the present:

	None	1	2	3	4	5	6	7
Advanced Schools.....	296	162	92	35	7	5	1	0
Common Schools.....	754	317	144	85	33	8	1	1
Totals.....	1,050	479	236	120	40	13	2	1

Most of the evening school pupils are not depending on these schools for an education, but are trying to continue in them a school life too abruptly terminated, to get another season or two of study before leaving school altogether. These pupils know what good teaching is, for they have had it in the day schools. Less devotion and skill on the part of their teachers than their day school teachers have shown, less favorable conditions for study, lower ideals in their fellow pupils, bodily fatigue, the sense of little progress, will soon discourage them from further effort. The easy, the attractive thing is to congregate with their fellows for the early evening and then go early to bed; from both of which enjoyments the evening schools keep them.

The only way to meet this fundamental difficulty is to make the teaching in the evening schools as skillful as that in the day schools, the exercises more interesting, and the course of study apparently more immediately practical. The third of these conditions can without great difficulty be met, the second depends upon the other two. As to the first condition, skillful teaching which the pupil shall recognize as equal to that to which he has been accustomed, more serious consideration must be given. This leads us to the study of the teaching force. In the common and advanced schools 171 teachers have been employed this season. Of these fifty-one have been doing their first winter's work in the evening

schools; forty-one have taught one winter; thirty-seven have taught two winters; fifty-eight have taught three or more winters. We find in the list three who have been employed in the evening schools ten or more winters.

This indicates a considerable degree of permanence in the teaching corps, not of course comparable with the day school teachers but encouragingly greater than that of the pupils of the evening schools.

The scholarship, too, of these teachers is satisfactory; twenty-two of them are graduates of Brown University; sixty-five are now students at that institution; thirty-eight are graduates of the high schools; thirteen are graduates of the State Normal; seven are graduates of our own training school; twenty-five have passed an examination of sufficient difficulty to prove that their scholarship is ample for their work; and eighteen are special teachers.

They all are of more than ordinary force and ability and are anxious for work and the pay for it. They are fairly desirous of doing good work. and their ambition can be readily aroused. They are responsive to suggestions and need leadership only to make them an alert and painstaking body.

Hence, I have great hope that meetings with them in which the principles of teaching are expounded, methods presented, experiences compared, and suggestions for emergencies are given, will add in an important degree to their efficiency.

There has been no good opportunity this winter for such meetings; but another winter they are provided for in the arrangements; they can be made convenient and profitable. The supervisors will be of great assistance in this work, for which they are preparing themselves by this winter's observations. Already valuable improvements of the work have been planned by them.

The great difference between day schools and evening schools should be borne constantly in mind and govern the management, the course of study, and the methods of evening schools. We want to grade these schools, not that we may compare them with day schools nor imitate day school methods, but that we may teach the pupils in classes and gain the invaluable advantages of class instruction.

#### COURSE OF STUDY.

The course of study must be narrow, exceedingly narrow, only essentials, strictly essentials, can enter into it. Reading, writing, spelling, and arithmetic, must form the staple of the work below the high schools.

Geography is not of great account relative to other studies, and the little that is done with it can come mostly with reading and map exercise. Its earliest place should be in the seventh grade. In the eighth grade it should give way to or be merged in history, which in time should join to civil government. Grammar should be dropped entirely from the evening school course, below the high school. Its place need not be filled by anything, and the time may be saved for things more valuable. In connection, however, with penmanship, should come lessons in the forms of letters and some business papers. The composition work usually taken with the grammar can be limited to written recitations and reproductions.

#### HOW TO MAINTAIN GRADING IN THE EVENING SCHOOLS.

It is claimed by many of the teachers and those who have been familiar with the evening schools in years past that even if we start the pupils abreast in our classes at the beginning of the season, we can keep them so but a short time, and that we shall inevitably drift back into individual work on account of the difference in ability, industry and attendance. By right management this difference need not generally destroy the classification. The class can march along with a steady step even though all the pupils do not do all the work covered by the class as an organization.

The method of teaching reading, most prevalent, has been for the teacher to stand over or beside the pupil while he reads a paragraph or two in a low tone so as not to disturb the school. The teacher helped the pupil over the hard words, and the work was done. Instead of that we have endeavored since the seventh week of the term to have all the pupils of a class read together, and when practicable to retire for the purpose to an adjoining room so as to avoid disturbance to the school from outspoken reading. This has given some practice in reading but has not provided for the study of the lesson.

Suppose now for illustration that next winter instead of a third reader a class had stories from the Youth's Companion. A dozen or more small, cheap volumes have been published containing short stories of adventure from this paper. These stories are short enough to be read at a lesson, and interesting enough to hold the attention and bear repeating. With such a book in hand the class could all read and be interested though of quite diverse attainments.

Ten minutes might be devoted to a study of the piece before reading, with some advance help on the difficult words. If then the class were called upon to read, and the poorer readers, those who had studied out but two or three paragraphs, were called upon first, and later the better

readers, then it would result that the slow ones would be tolerably well satisfied with their efforts, and, though they had read but a few paragraphs, would have heard and enjoyed the whole story, and perhaps could tell it as well as some better readers. The next evening another story might be treated in the same way, and thus the slow ones would arrive at the end of the book as soon as the quicker.

Suppose the subject be spelling. A line of twenty-five words is assigned for a lesson. One pupil has studied ten words, another, fifteen, and another, all. If the test be oral, care is taken to give the first words or the easier words to the poorer spellers. If the test is a written one, each pupil spells as many words as he can, and omits those he cannot spell. The next evening he begins with the top of the next line and does his best. If one of the poorer pupils cannot learn more than half the words assigned to the class, he will learn as many words during the winter by learning a few in each line as he would to learn all the words in a few lines and be kept back by himself, and he will enjoy the work much better. If absent a few nights he still goes on with the class, omitting the lessons passed over while he was absent, and taking with the class the lesson for the evening.

In penmanship painstaking practice is the essential, not keeping all the pages of the book filled.

Arithmetic will probably be the subject in which will be found most difficulty in keeping the class together. This difficulty can be much reduced by dividing the pupils into classes on the basis of knowledge of arithmetic, and letting the work in other subjects come as it will. Could we have examples arranged in sets containing a constant large review and constant slight advance the examples might be treated as was suggested with the words in spelling, the slow pupils doing a part of each lesson and going on with the class. Another plan for accomplishing the same result might be to assign for a lesson only so much as the slowest could do, and then advise the more competent pupils to do extra examples from the blackboard, or in another part of the book. The bright pupils might work with their class and also cipher ahead. When by so doing they overtook the class above them, they might be promoted to it.

The teachers might be so assigned to their work as to aid in the adjustment of classes. This year teachers were assigned to the common schools so as to make so far as practicable thirteen pupils to each class. Suppose each teacher had been expected to have a class of twenty-five pupils and that to every two such classes a third teacher had been assigned who should be an assistant to the other two teachers, working half of the time in each class. Each class teacher if she had a room by her-

self could readily manage her twenty-five pupils in reading, writing and spelling, and might have an assistant to look after the individual work in arithmetic, while the class teacher conducted the class work. By the assistant teacher those who needed help to keep up or help to get ahead could be provided for.

She could also mark papers occasionally. In this way the difficulty in keeping the pupils of a class together in arithmetic would be to a considerable extent surmounted.

I have entered thus fully into details to show you that while there are many difficulties in securing the uniform advancement of evening school pupils, sufficient success in this can be readily gained to secure class instruction with its economy and increased efficiency. The plan mentioned has likewise the merit of economy. It provides for fifty pupils by the employment of three teachers, whereas by our present plan but thirty-nine pupils are provided for by three teachers.

A third advantage is that when the number of pupils falls off, as fall off it will, the extra teacher could be dropped while the class teachers continued. This would prevent breaking up classes by dropping teachers. Seventy-three classes were broken up this winter by taking away their teachers. This discourages pupils and gives them an excuse for leaving the school.

I have had all the pupils of the common schools reported in lists, giving their proper grade in case they return to evening school next season. If the plan suggested as to the assignment of teachers for next season be followed I think we shall commence next season's work with much better prospect of enjoyable and profitable work than ever before.

The great difficulty in carrying out these plans in the evening schools will be in finding teachers capable of instructing the classes and preserving good order. Knowing in advance the greater portion of the teachers is an essential to rightly planning the work. Much that I wished to do this winter had to be left unattempted for I had no acquaintance with the teachers at the beginning of the season, and when this acquaintance was in fair degree obtained, it was too late in the season and arrangements had become too well established to make it profitable to reconstruct the schools and begin anew.

To grade the evening schools is no new idea. All who have thought about these schools recognize its importance though many assert its impracticability.

That this grading is perfectly practicable seems clear to me. That it will be accomplished only when one who has faith in its practicability is in a position to push it steadily on until it becomes a custom is also clear

from a history of the efforts to grade the common schools which has long been urged, has been attempted by successive committees with partial success, but has finally relapsed into complete failure.

#### PRINCIPALS TEACHING.

This year for the first time the principals of small schools have been required to teach classes. On this subject the Committee on Evening Schools made the following rule: "That in advanced schools where six or less teachers are employed, and in common schools where four or less teachers are employed, principals should be required to teach a class unless in the opinion of the Superintendent it is advisable to make an exception."

In accordance with this rule the principals of America, Bridgham, Harrison, Haymarket, Killingly, Manton, Pallas, Point and Wanskuck evening schools have taught classes either from the beginning of the term or since their schools have fallen sufficiently to bring them under the operation of the rule.

I think it desirable that a principal should be exerting his influence on a school rather than a few pupils; but it is a great waste of talent and money to permit a principal of a small school to sit about merely to keep order and make the reports. It is true he is often essential for this purpose, but I believe that in a small school after the school has gotten into smooth running order the principal ought not to be needed for such a purpose.

After a week or two, when a teacher cannot usually keep order in his own class with the moral support of the principal and on occasion his active assistance, there should be a change in teacher or in pupils.

We have had no better school this season than the school at Point Street in which has been a principal with two assistants, and the principal has done as much teaching as either of his assistants.

When a principal is an excellent teacher as well as a model disciplinarian and has the faculty to inspire and instruct his teachers by precept and example, then it would be a loss to confine him to a class. The policy of the committee should be to avoid raising the question whether the principal should teach a class by having few small schools.

#### NATIONALITY.

The nationality of those attending the evening schools is a matter of interest.



Of English speaking pupils we have had in the Common Schools...	727
Italians .....	277
Hebrews .....	105
Armenians .....	80
French .....	75
Portuguese .....	42
Other nationalities .....	40
Total .....	1,346

The Italians have been in attendance mostly at Federal Street and Branch Avenue Schools; the Hebrews at Charles and Oxford; the Armenians at Pallas and Charles; the French have been found in eleven schools; the Portuguese at Thayer and Haymarket. Two-thirds of the pupils at Branch Avenue School called Americans are Italians speaking English.

#### AGES OF PUPILS.

Below are shown the numbers of pupils who were of the ages named in the Advanced and Common Evening Schools:

#### ADVANCED SCHOOLS.

AGE.	11	12	13	14	15	16	17	18	19	20	Over 20
Academy Avenue.....		5	16	32	44	32	20	12	2	...	2
Branch Avenue.....			3	15	11	1	1	1	...	...	...
Bridgham Street.....		1	10	23	24	22	17	7	4	...	16
Candace Street.....	1	1	15	28	22	21	3	1	1	...	1
Doyle Avenue.....			2	6	3	3	...	...	...	...	1
Oxford Street.....		2	4	14	9	6	4	4	...	...	3
Point Street.....		1	6	10	16	8	2	4	2	1	10
Thayer Street.....			1	8	8	6	2	...	...	2	2
Vineyard Street.....		2	3	6	10	12	2	1	1	1	1
Totals.....	1	12	60	142	147	111	51	30	10	4	36

## COMMON SCHOOLS.

AGE.	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Over 20
America .....					1	6	8	11	11	7	5	1	1	...	3
Branch .....					2	9	14	14	19	7	5	...	...	...	7
Candace .....	1	1	1	6	14	22	8	6	6	2	2	...	...	...	3
Charles .....	1	1	1	1	8	29	40	31	18	20	5	9	6	...	29
Doyle .....					4	8	12	12	7	...	...	1	...	...	5
Federal .....		1	1	1	23	20	30	54	26	6	10	3	...	...	24
Harrison .....					6	6	16	13	7	1	2	1	...	...	7
Haymarket .....						3	2	9	2	...	1	...	1	...	2
Hospital .....					2	10	21	2	9	3	...	1	...	...	3
Killingly .....						7	2	5	2	5	...	...	...	...	...
Manton .....				1	5	12	5	9	7	1	1	2	...	...	...
Mt. Pleasant .....				3	13	25	30	26	14	1	2	2	1	...	23
Olneyville .....					7	9	10	9	8	5	4	...	1	...	1
Oxford .....					1	9	13	13	5	4	4	4	...	...	6
Pallas .....			3	...	3	...	1	3	5	3	2	1	6	...	24
Plainfield .....					5	7	15	12	13	6	2	1	1	...	1
Thayer .....					3	10	10	8	3	2	4	2	6	...	17
Vineyard .....				1	5	3	11	4	2	...	...	...	...	...	4
Wanskuck .....					5	10	12	9	5	...	...	...	...	...	...
Totals .....	2	1	2	5	16	119	212	263	255	153	69	40	28	22	159

In the common schools it appears that three-fourths were twelve, thirteen, fourteen, fifteen or sixteen years of age; that one-eighth were seventeen to twenty, and one-eighth were over twenty.

In the advanced schools the average age of the majority of the pupils is about one year greater than in the common schools, and eighty-five per cent. of them were thirteen, fourteen, fifteen, sixteen, seventeen years of age. Forty-six were eighteen nineteen or twenty years of age, and thirty-six were over twenty.

As might be expected the number of those over twenty is much greater in the common schools than in the advanced schools. In the common schools the great majority of the pupils, except in the schools for foreigners, are of the same grade nearly as the pupils of our fourth, fifth and sixth school years. In our day schools these pupils are eight to twelve years of age. The pupils in the common evening schools therefore are in their advancement on an average four years behind their compeers in the day schools, and in advanced schools, two years behind.

But as is shown by a previous table fifty-four per cent. of these pupils have been attending evening school for the first time this winter and twenty-five per cent. for their second season. From this it follows either that the most of these pupils have stayed away from school altogether for two to four years, or that while in the day schools they were much older than their classmates. I have not the data for stating which of these suppositions is the true one. The question is an interesting one and deserves investigation. At present I am inclined to the opinion that both suppositions have in them an element of truth.

#### EXAMINATION OF NINTH GRADE IN THE ADVANCED SCHOOLS.

For some years it has been the custom to examine the highest grade in the advanced evening schools to determine how many of the pupils were ready for admission to the Evening High School the coming season.

Last year the results of this examination were by schools as follows:

Number of pupils receiving certificates admitting them to the Evening High School:		
	Graduated.	Entered.
Academy Avenue .....	7	7
Branch Avenue .....	0	0
Bridgham Street .....	5	4
Candace Street .....	0	0
Doyle Avenue .....	3	1
Killingly Street .....	3	3
Oxford Street .....	0	0
Point Street .....	0	0
Thayer Street .....	2	0
Vineyard Street .....	0	0
Total .....	20	15

Inasmuch as 324 pupils entered the Evening High School last fall for their first season therein, and but fifteen, or less than 5 per cent. were from the advanced evening schools, it is evident that the evening schools

cannot be considered as furnishing anything more than a brief continuation of study to those obliged to leave the day schools.

This year an examination for admission to the high school was held on the Monday and Wednesday evenings following the close of the evening school term. The examination was held at the high school, the pupils were known only by number and the papers were marked by the evening school teachers who had taught these pupils the past term. Each teacher marked one question on each paper, because this is the fairest possible way of marking, likewise, in most cases the easiest and most rapid. The papers were all marked and the percentages recorded before the names of the candidates or of the schools from which they came were known.

At this examination ninety-one candidates presented themselves from the following schools: Academy, Branch, Bridgham, Candace, Doyle, Killingly, Oxford, Point, Thayer.

To obtain the required certificates candidates were required to obtain at least 50 per cent. of credit on each of the subjects, arithmetic, grammar, geography and history. Those who obtained these certificates were seventeen in number:

Academy .....	5
Bridgham .....	1
Candace .....	6
Doyle .....	2
Killingly .....	3
Total .....	17

This is not quite so good a showing as last year. It would not seem that the questions were too difficult for the majority of the candidates, or the questions were too difficult for the majority of the candidates, or that the preparation of the majority was not what it should be. Those taking the examination had all the time they wanted, except in a very few cases on the first evening.

That the questions were suitable to the better portion of the pupils is proved by the percentages which the better pupils gained:

In history,	3 received 100	per cent.
	7 " 95 - 99	"
	8 " 85 - 94	"
In geography, 17	" 90 - 96	"
	8 " 85 - 89	"
In grammar, 8	" 90 - 95	"
In arithmetic, 1	" 100	"
	2 " 95	"
	2 " 85	"

Had the questions been unsuitable, these high per cents. could not have been reached by any of the class.

The place of the examination may have had something to do with their lack of success. Last year the examinations were conducted in their several schoolrooms by teachers from some other building and the papers were marked by the teachers of the Evening High School. Doubtless the pupils would feel more comfortable and at home in their own schoolrooms and so do somewhat better.

Perhaps this of itself may account for the three pupils less this year on the list of those passing in every study.

It will be suggested at once that the difference in the length of term between last year and this year has much to do with the results. Last year the pupils had five evenings per week for twenty weeks, or ninety-six evenings in all; this year three evenings per week for twenty-five weeks, or allowing for lost time, seventy-three evenings in all.

It will be said that the proof is complete that the evening school sessions this year were not sufficient for the work required, and that at least one hundred evenings each winter are necessary to cover reasonably well the evening school course of study. If this be so, how shall we account for the fact that Candace this year with five evenings per week for twenty-five weeks, a course longer than ever before by 25 per cent. has done hardly better than the other schools.

There is no reason known to me why the teaching given to the highest class in the advanced schools was this year better or worse than last year. The truth is that the methods of evening school teaching are not adapted to reach the entire class, but only those who may be anxious to receive it. Hence, whether pupils are ready for promotion depends much more on the disposition of the pupil and the preparation he brings with him to the evening school, than it does on the teaching he receives in the evening school.

This is a matter for serious study and in which it is hoped a change can be effected.

The influence of preparation in the day schools on success in the evening schools may be better seen in the light of the fact that of the seventeen who passed in all subjects, nine were in evening school for the first time this winter, six attended one winter before the present, and two, two winters before the present.

It should be said that of the ninety-one who attempted the examination, eighty-three passed in one or more subjects, and have received certificates specifying that they are exempt for examination in the subjects named,

if they desire to enter the high school this fall. On this basis eighty-three of the ninety-one pupils who took the examinations have received certificates stating that they have obtained the required percentage in certain subjects.

The following table shows the number who presented themselves for examination from each advanced school and the number who passed in some or all of the subjects:

	No. taking examination.	No. passed in one or more subjects.
Academy .....	21	19
Branch .....	1	1
Bridgham .....	16	15
Candace .....	18	17
Doyle .....	6	6
Killingly .....	7	6
Oxford .....	6	5
Point .....	7	6
Thayer .....	9	8
Vineyard .....	0	0
	<hr/> 91	<hr/> 83

#### TEXT BOOKS.

Proper text books are of great importance in evening school work. The thought is a prevalent one that evening schools should use the same books that the day schools use. This is a great mistake. The books best for the day schools are liable to be the poorest for evening schools. For illustration, the day school readers are too dull for evening school, the histories and geographies too voluminous and detailed, the arithmetics too explanatory, comprehensive and difficult.

These evening school pupils are those who have prematurely left the day schools. They are mostly those who were poor scholars in the day schools, and now seek a narrow and brief extension of the education cut short by poverty. They are sensitive as to the work they are set to do. They want a higher reader than they had in the day school, even though unable to use it. They insist on studying fractions when they cannot do division and sometimes not subtraction. To use the same books they used in the day schools and to be put lower in the line than they stood in the day schools disgusts them. Pupils who consider themselves to be of third reader grade or fourth reader grade, though practically equal in

attainments, cannot be put together, for the fourth reader pupils will resent it. We want to get them interested in what they read rather than in the number of the reader they use. Robinson Crusoe, Black Beauty, stories from Youth's Companion, Hawthorne's Wonder Book, Plutarch's Lives, Geographical Readers, Books of History, Travel and Adventure, furnish an abundant source of more attractive reading than our readers, and do away with the difficulties of pleasing the pupils in their arrangement into classes.

Books much narrower in scope, briefer in text, simpler in construction, referring more to the affairs of the pupil's life and interests are needed.

In arithmetic we need a book with easier problems, less of science and more of the art of arithmetic. More mental arithmetic is needed. The books should be readily divided into short lessons in problems, leaving explanations mostly to the teachers. There should be a constant review provided in the guise of an advance. This is by no means a description of the book we have.

There is hardly a text book used in our day schools that ought to be used in our evening schools. A change is essential to the welfare of the schools. In so saying I am not at all criticising any of these books.

#### DEFECTS.

The defects of the evening schools, so far as there are defects, are of two kinds, those of administration or management and those of instruction and discipline. It is the duty of the Committee on Evening Schools to remedy the defects of the first class; it is the duty of the principals and teachers to remedy the defects of the second class. It is the duty of the supervisor to assist in both efforts.

Evening school pupils of the lower grades have, as a whole, very little desire for learning, and even when a vague desire for knowledge exists it is usually coupled with a desire to absorb it rather than to gain it by hard work. It is more fun to idle away the evenings on the street corners, when the weather is warm enough to have the street corners comfortable, than it is to go to school.

The discipline of the evening schools is particularly difficult. Traditions are against quiet and respectful obedience. Day-time frolics and rude and boisterous conduct are become the ideals of the "good time" the pupils are bound to have. Only a strong disciplinarian can control such spirits. Control is essential to lead to that quiet and industry which have fruits in interest and progress. The dependence of the schools for good discipline is almost wholly on the principals. Many of the evening school teachers hardly expect to pay attention to the order of their classes, but confine their efforts to teaching their pupils one by one.

Evening school teachers dread to lose scholars because they thereby lose their places. Hence, some of them endure without complaint discourtesy, idleness, insolence, tardiness, absence without cause, even secreting the facts from the principal.

Many teachers are afraid of their pupils, afraid to cross them, lest they shall be aroused to misconduct, afraid to require industry and quiet, lest they shall become offended and leave the school. The case with which a pupil can get back to school after leaving, and the readiness with which he will be admitted to another school are obstacles to discipline. The boy who has left two schools and has two teachers writing to him to return with promises to make it pleasant for him, feels that he is an important character and that it is a condescension on his part to grace any school.

The short hours of session, the few evenings of school compared with the sessions in the day schools are limitations on the amount of work that can be accomplished in the evening schools. The limitation of indifference has been mentioned. Another limitation is the fact that by a natural process of selection the average ability of the pupils is distinctly lower than that of those in the day schools. Their minds are sluggish and their bodies tired. They shrink from any steady effort; their attention is easily diverted; they laugh at little things; they are offended at little things; they are ready to suspect affront or mistreatment. In short, with faculties sharpened by experience to acuteness beyond the ordinary child, and therein older than their years; in will power, in grasp of ideas and retentiveness they are younger than their years. Most of them attend evening schools but one or two seasons and irregularly at that. They are a stream of individuals passing through our schools too rapidly to be much influenced.

These fundamental difficulties are so serious, so deeply fixed in the material to be wrought upon, as to render utterly vain any hope of reaching such a degree of excellence in these schools as would satisfy the expectation of those who have merely an indefinite standard which they think all schools ought to reach.

#### ADVANTAGES.

On the other hand as a field for effort there are certain manifest advantages in the evening schools not found in the day schools.

First, the field is new and largely untried. Nowhere in the United States I believe is there a feeling that evening school work is well done or that we have arrived at a knowledge of how best to conduct these schools.



self could readily manage her twenty-five pupils in reading, writing and spelling, and might have an assistant to look after the individual work in arithmetic, while the class teacher conducted the class work. By the assistant teacher those who needed help to keep up or help to get ahead could be provided for.

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practicable. The only thing to do is to have such classes in high school subjects as are called for and to see that the right teachers are employed.

The pupils, had they the perseverance and ambition necessary to dogged continuance for many years, would require at least a dozen years to complete a course equivalent to that in the day high schools. Should a few undertake so great a task, the numbers would be too small in the upper classes to be profitably taught. The experience of some years has shown that Latin cannot be profitably taught, for the pupils will not do the necessary amount of work, and the classes in that subject were not offered this year. This settles the question of a "course of study." Let us no longer think of such a thing but hunt for popular and profitable subjects that will have a sufficient attraction for young people having the right preparation to undertake them.

I think the usefulness and importance of the school might be increased by providing weekly lessons or lectures on some subjects instead of lessons for two or three evenings per week as now. Specialists, known to be strong in their particular lines should be employed for this work. Many capable persons could probably be induced to take a class an hour a week who could not be persuaded to give five full evenings to the school.

The effort to provide each teacher with work full time for five evenings per week reduces the teaching force to those who are able and willing to devote all their evenings to the school, and sometimes incongruous subjects are linked together to make the time come right for the teacher.

Something akin to university extension work, that perhaps might be called high school extension work, might very properly become a part of the work offered in this school. When lessons or lectures of large cost were offered, a fee for attendance, sufficient to cover the cost, might reasonably be charged, the high school limiting its share in the enterprise to providing place and arrangements for the classes.

It appears to be a fact which must be accepted as one of the conditions on which evening schools are maintained that very little home study can be expected. There are three strong reasons for this, in the first place, the home conditions are usually unfavorable, in the second place, the stimulating influence of teachers and other pupils in the same work is needed to lead the untrained mind and tired body to strong effort, and in the third place, there is on the part of most pupils very little ambition or desire for knowledge to furnish the basis of effort against so great difficulties.

He who thinks of the evening schools, especially those of lower grades, as opportunities for those eager to rise to find chances to work to overcome cruel fate, is deluded by his philanthropic desires. This is distinctly

less the case than years ago. This does not reduce the inspiration to the true philanthropist; for these people must be saved from themselves and their tendencies, but it becomes a condition on which he must base his efforts. Anxiety for knowledge and willingness to work to get it is usually in direct proportion to the mental training already gained. Hence the high school contains that part of the evening school pupils most anxious to learn and most profiting from their opportunities. The schools next in rank of profitableness from the standpoint of gain by the pupils are the advanced schools; of least value and sometimes of doubtful utility are the lower or common schools. In these statements it should be understood that I am speaking of evening schools for English speaking pupils. The schools and classes for foreigners stand on a basis of their own and should be maintained whether there are any other evening schools or not.

#### GRADING THE SCHOOLS.

A visitor to the common evening schools and to some of the advanced schools will see the teachers passing among the seats, pausing to stand a time over each pupil and to converse with him. The visitor may judge that the teacher is assisting the pupil, but he can form no impression of the quality of such assistance. Nor can he tell the effect, except by observing the attitude of the pupil at the time of this conversation and immediately afterward. This is a wasteful and tedious process, tiresome to the pupil in waiting, monotonous and repetitious to the teacher.

No improvement in the evening schools is more essential than their proper grading. The opinion strongly prevails among the evening school teachers that this cannot be done, and that those who urge it have been led by the analogy of the day schools to the adoption of an impracticable theory. Hence, I have advised grading the schools but have not in every case insisted upon it. The evening school teachers have personal objections to all attempts to grade the schools. Whenever grading takes place, it will necessitate moving pupils from one class to another, and no teacher is willing to have any pupils taken out of his class to be put into another; for his class would thereby become diminished in number and the prospect of his losing his work from lack of numbers would be manifest. It is stated that pupils like to be in classes with their friends and with their favorite teachers and that any change in these relations will cause them to leave the school. These personal objections, if listened to, would put a perpetual stop to all efforts at grading. Hence, even if true and weighty, they must be put aside, if the advantages of grading are ever to be secured. The question is not, would grading be popular and increase

the attendance; but has its intrinsic advantages sufficient to pay for the necessary effort to overcome the obstacles in its way and the inherent difficulties.

In the first place, the difficulties are not insurmountable. The evening schools can be graded.

The division of the schools into common and advanced departments is a long step towards grading them. The high school takes all pupils who can do high school work. The advanced schools include the three grades next below the high school, and the common schools include all below the advanced schools aside from the foreigners and a very few others. There are in the common schools but three grades of pupils, corresponding to the fourth, fifth, and sixth school years of the day schools. Every common school can be divided into these three graded classes, together with an ungraded class of those just learning to read and write. If any of these classes are too large, they can be divided; if too small, two of them may be united. Besides these three grades there would be in most of the common schools one ungraded class not very large.

It is, then, not at all impossible to grade the schools; the more troublesome question is, would the several classes remain practically graded during the twenty weeks? To secure this result several practical devices may be employed.

The object in grading pupils is to enable the instruction of the teacher to reach many instead of one, to secure the pupil's greater interest because he is working with others, to secure for the pupil the opportunity to recite, which fastens his knowledge and cultivates his power of expression, to enable him to gain the light that comes from the explanations given by or to others.

This season our main accomplishment has been the grading to a considerable extent of the common schools. The advantages to be anticipated from this work are economy and efficiency. The difference in economy can be readily seen by comparing the average attendance per teacher per evening in the common and advanced schools. The average attendance per teacher in the advanced schools for the first sixteen weeks of this season was 14.6; in the common schools 9.6. The cost per pupil is inversely in proportion to the size of the class. In other words the advanced schools by reason of their grading were taught for sixty-five per cent. of what they would have cost had they remained ungraded. This shows that a grading even partial increases the number of pupils that can be taught by one teacher and that we might readily increase the pay of teachers capable of giving instruction to classes, without increasing the cost of the evening schools.

The efficiency is greater also by the plan of class instruction. A pupil will learn more in a class of reasonable size than he will by being instructed by himself, particularly if he be one of little personal ambition and influenced largely by his surroundings, as most evening school pupils are.

Instruction is actually given with greater definiteness and carefulness to a class than to an individual. This is particularly true if the same work is repeated with several individuals successively. Such work becomes so irksome to the teacher that it is almost invariably badly slighted.

The customary method of assignment of pupils to classes has been to put pupils into whatever classes they wished to go, on the supposition that by so doing they would be better pleased and more likely to attend. The preference of the pupils depended on their acquaintance with the teacher or his popularity as reported by others, on their first impressions of his appearance, or upon the fact that there were to be in the class friends of the incoming pupil.

We began the work of grading the schools at the end of the seventh week. By beginning this work at this time we had the advantage of an acquaintance of the teachers with the pupils and of the principal with the teachers, so that the new adjustments could be placed on a reasonable basis. When the teachers yielded to conditions, as they did very pleasantly, the real difficulties of the change were found to be much less than had been anticipated. No effort has been made to increase the size of the classes as a result of the grading; that may very well be done next season.

#### DIFFICULTIES TO BE MET.

There are certain serious obstacles to the attainment of a gratifying success in the conduct of the evening schools. One of these is the very little interest in learning which the pupils have. There are a few young men eighteen to twenty-five years of age who are very anxious to overcome the failures of their earlier years, and learn to read, write, and cipher; but there not many such. Most seem to have very little care to learn: they come because others do, because in this way they get work certificates, because their parents urge it.

It is discouraging to read in previous reports the glowing accounts of progress made, the stories of evening school pupils reciting to each other during the day the lessons of the previous or the coming evening, of early rising to study the evening school lessons. One comparing these reports and present facts must make great allowance for the philanthropic enthusiasm of the writers, or must believe that a great and unfavorable

change has taken place in the class of persons who attend evening schools. There may be in the common evening schools cases of ability and interest such as characterized former days; but no teacher has pointed out any such cases to me though I have inquired diligently.

If these pupils, uninterested as they are, were in attendance several winters, it might be hoped that they would be at length aroused to appreciate knowledge. But the table below, showing how many of this winter's scholars are in the evening schools for their first season, how many for the second, etc., indicates that we are dealing with a transient class, most of whom we shall not see again. The table shows that fifty-four per cent. are in school for the first time, twenty-four and six-tenths per cent. for a second time, and only twelve and one-tenth per cent. have been in attendance two seasons before the present.

Number of seasons in school before the present:

	None	1	2	3	4	5	6	7
Advanced Schools.....	296	162	92	35	7	5	1	0
Common Schools.....	754	317	144	85	33	8	1	1
Totals.....	1,050	479	236	120	40	13	2	1

Most of the evening school pupils are not depending on these schools for an education, but are trying to continue in them a school life too abruptly terminated, to get another season or two of study before leaving school altogether. These pupils know what good teaching is, for they have had it in the day schools. Less devotion and skill on the part of their teachers than their day school teachers have shown, less favorable conditions for study, lower ideals in their fellow pupils, bodily fatigue, the sense of little progress, will soon discourage them from further effort. The easy, the attractive thing is to congregate with their fellows for the early evening and then go early to bed; from both of which enjoyments the evening schools keep them.

The only way to meet this fundamental difficulty is to make the teaching in the evening schools as skillful as that in the day schools, the exercises more interesting, and the course of study apparently more immediately practical. The third of these conditions can without great difficulty be met, the second depends upon the other two. As to the first condition, skillful teaching which the pupil shall recognize as equal to that to which he has been accustomed, more serious consideration must be given. This leads us to the study of the teaching force. In the common and advanced schools 171 teachers have been employed this season. Of these fifty-one have been doing their first winter's work in the evening

schools; forty-one have taught one winter; thirty-seven have taught two winters; fifty-eight have taught three or more winters. We find in the list three who have been employed in the evening schools ten or more winters.

This indicates a considerable degree of permanence in the teaching corps, not of course comparable with the day school teachers but encouragingly greater than that of the pupils of the evening schools.

The scholarship, too, of these teachers is satisfactory; twenty-two of them are graduates of Brown University; sixty-five are now students at that institution; thirty-eight are graduates of the high schools; thirteen are graduates of the State Normal; seven are graduates of our own training school; twenty-five have passed an examination of sufficient difficulty to prove that their scholarship is ample for their work; and eighteen are special teachers.

They all are of more than ordinary force and ability and are anxious for work and the pay for it. They are fairly desirous of doing good work. and their ambition can be readily aroused. They are responsive to suggestions and need leadership only to make them an alert and painstaking body.

Hence, I have great hope that meetings with them in which the principles of teaching are expounded, methods presented, experiences compared, and suggestions for emergencies are given, will add in an important degree to their efficiency.

There has been no good opportunity this winter for such meetings; but another winter they are provided for in the arrangements; they can be made convenient and profitable. The supervisors will be of great assistance in this work, for which they are preparing themselves by this winter's observations. Already valuable improvements of the work have been planned by them.

The great difference between day schools and evening schools should be borne constantly in mind and govern the management, the course of study, and the methods of evening schools. We want to grade these schools, not that we may compare them with day schools nor imitate day school methods, but that we may teach the pupils in classes and gain the invaluable advantages of class instruction.

#### COURSE OF STUDY.

The course of study must be narrow, exceedingly narrow, only essentials, strictly essentials, can enter into it. Reading, writing, spelling, and arithmetic, must form the staple of the work below the high schools.



Geography is not of great account relative to other studies, and the little that is done with it can come mostly with reading and map exercise. Its earliest place should be in the seventh grade. In the eighth grade it should give way to or be merged in history, which in time should join to civil government. Grammar should be dropped entirely from the evening school course, below the high school. Its place need not be filled by anything, and the time may be saved for things more valuable. In connection, however, with penmanship, should come lessons in the forms of letters and some business papers. The composition work usually taken with the grammar can be limited to written recitations and reproductions.

#### HOW TO MAINTAIN GRADING IN THE EVENING SCHOOLS.

It is claimed by many of the teachers and those who have been familiar with the evening schools in years past that even if we start the pupils abreast in our classes at the beginning of the season, we can keep them so but a short time, and that we shall inevitably drift back into individual work on account of the difference in ability, industry and attendance. By right management this difference need not generally destroy the classification. The class can march along with a steady step even though all the pupils do not do all the work covered by the class as an organization.

The method of teaching reading, most prevalent, has been for the teacher to stand over or beside the pupil while he reads a paragraph or two in a low tone so as not to disturb the school. The teacher helped the pupil over the hard words, and the work was done. Instead of that we have endeavored since the seventh week of the term to have all the pupils of a class read together, and when practicable to retire for the purpose to an adjoining room so as to avoid disturbance to the school from outspoken reading. This has given some practice in reading but has not provided for the study of the lesson.

Suppose now for illustration that next winter instead of a third reader a class had stories from the Youth's Companion. A dozen or more small, cheap volumes have been published containing short stories of adventure from this paper. These stories are short enough to be read at a lesson, and interesting enough to hold the attention and bear repeating. With such a book in hand the class could all read and be interested though of quite diverse attainments.

Ten minutes might be devoted to a study of the piece before reading, with some advance help on the difficult words. If then the class were called upon to read, and the poorer readers, those who had studied out but two or three paragraphs, were called upon first, and later the better

readers, then it would result that the slow ones would be tolerably well satisfied with their efforts, and, though they had read but a few paragraphs, would have heard and enjoyed the whole story, and perhaps could tell it as well as some better readers. The next evening another story might be treated in the same way, and thus the slow ones would arrive at the end of the book as soon as the quicker.

Suppose the subject be spelling. A line of twenty-five words is assigned for a lesson. One pupil has studied ten words, another, fifteen, and another, all. If the test be oral, care is taken to give the first words or the easier words to the poorer spellers. If the test is a written one, each pupil spells as many words as he can, and omits those he cannot spell. The next evening he begins with the top of the next line and does his best. If one of the poorer pupils cannot learn more than half the words assigned to the class, he will learn as many words during the winter by learning a few in each line as he would to learn all the words in a few lines and be kept back by himself, and he will enjoy the work much better. If absent a few nights he still goes on with the class, omitting the lessons passed over while he was absent, and taking with the class the lesson for the evening.

In penmanship painstaking practice is the essential, not keeping all the pages of the book filled.

Arithmetic will probably be the subject in which will be found most difficulty in keeping the class together. This difficulty can be much reduced by dividing the pupils into classes on the basis of knowledge of arithmetic, and letting the work in other subjects come as it will. Could we have examples arranged in sets containing a constant large review and constant slight advance the examples might be treated as was suggested with the words in spelling, the slow pupils doing a part of each lesson and going on with the class. Another plan for accomplishing the same result might be to assign for a lesson only so much as the slowest could do, and then advise the more competent pupils to do extra examples from the blackboard, or in another part of the book. The bright pupils might work with their class and also cipher ahead. When by so doing they overtook the class above them, they might be promoted to it.

The teachers might be so assigned to their work as to aid in the adjustment of classes. This year teachers were assigned to the common schools so as to make so far as practicable thirteen pupils to each class. Suppose each teacher had been expected to have a class of twenty-five pupils and that to every two such classes a third teacher had been assigned who should be an assistant to the other two teachers, working half of the time in each class. Each class teacher if she had a room by her-

self could readily manage her twenty-five pupils in reading, writing and spelling, and might have an assistant to look after the individual work in arithmetic, while the class teacher conducted the class work. By the assistant teacher those who needed help to keep up or help to get ahead could be provided for.

She could also mark papers occasionally. In this way the difficulty in keeping the pupils of a class together in arithmetic would be to a considerable extent surmounted.

I have entered thus fully into details to show you that while there are many difficulties in securing the uniform advancement of evening school pupils, sufficient success in this can be readily gained to secure class instruction with its economy and increased efficiency. The plan mentioned has likewise the merit of economy. It provides for fifty pupils by the employment of three teachers, whereas by our present plan but thirty-nine pupils are provided for by three teachers.

A third advantage is that when the number of pupils falls off, as fall off it will, the extra teacher could be dropped while the class teachers continued. This would prevent breaking up classes by dropping teachers. Seventy-three classes were broken up this winter by taking away their teachers. This discourages pupils and gives them an excuse for leaving the school.

I have had all the pupils of the common schools reported in lists, giving their proper grade in case they return to evening school next season. If the plan suggested as to the assignment of teachers for next season be followed I think we shall commence next season's work with much better prospect of enjoyable and profitable work than ever before.

The great difficulty in carrying out these plans in the evening schools will be in finding teachers capable of instructing the classes and preserving good order. Knowing in advance the greater portion of the teachers is an essential to rightly planning the work. Much that I wished to do this winter had to be left unattempted for I had no acquaintance with the teachers at the beginning of the season, and when this acquaintance was in fair degree obtained, it was too late in the season and arrangements had become too well established to make it profitable to reconstruct the schools and begin anew.

To grade the evening schools is no new idea. All who have thought about these schools recognize its importance though many assert its impracticability.

That this grading is perfectly practicable seems clear to me. That it will be accomplished only when one who has faith in its practicability is in a position to push it steadily on until it becomes a custom is also clear

from a history of the efforts to grade the common schools which has long been urged, has been attempted by successive committees with partial success, but has finally relapsed into complete failure.

#### PRINCIPALS TEACHING.

This year for the first time the principals of small schools have been required to teach classes. On this subject the Committee on Evening Schools made the following rule: "That in advanced schools where six or less teachers are employed, and in common schools where four or less teachers are employed, principals should be required to teach a class unless in the opinion of the Superintendent it is advisable to make an exception."

In accordance with this rule the principals of America, Bridgham, Harrison, Haymarket, Killingly, Manton, Pallas, Point and Wanskuck evening schools have taught classes either from the beginning of the term or since their schools have fallen sufficiently to bring them under the operation of the rule.

I think it desirable that a principal should be exerting his influence on a school rather than a few pupils; but it is a great waste of talent and money to permit a principal of a small school to sit about merely to keep order and make the reports. It is true he is often essential for this purpose, but I believe that in a small school after the school has gotten into smooth running order the principal ought not to be needed for such a purpose.

After a week or two, when a teacher cannot usually keep order in his own class with the moral support of the principal and on occasion his active assistance, there should be a change in teacher or in pupils.

We have had no better school this season than the school at Point Street in which has been a principal with two assistants, and the principal has done as much teaching as either of his assistants.

When a principal is an excellent teacher as well as a model disciplinarian and has the faculty to inspire and instruct his teachers by precept and example, then it would be a loss to confine him to a class. The policy of the committee should be to avoid raising the question whether the principal should teach a class by having few small schools.

#### NATIONALITY.

The nationality of those attending the evening schools is a matter of interest.

Of English speaking pupils we have had in the Common Schools...	727
Italians .....	277
Hebrews .....	105
Armenians .....	80
French .....	75
Portuguese .....	42
Other nationalities .....	40
Total .....	1,346

The Italians have been in attendance mostly at Federal Street and Branch Avenue Schools; the Hebrews at Charles and Oxford; the Armenians at Pallas and Charles; the French have been found in eleven schools; the Portuguese at Thayer and Haymarket. Two-thirds of the pupils at Branch Avenue School called Americans are Italians speaking English.

#### AGES OF PUPILS.

Below are shown the numbers of pupils who were of the ages named in the Advanced and Common Evening Schools:

#### ADVANCED SCHOOLS.

AGE.	11	12	13	14	15	16	17	18	19	20	Over 20
Academy Avenue.....		5	16	32	44	32	20	12	2	...	2
Branch Avenue.....			3	15	11	1	1	1	...	...	
Bridgham Street.....		1	10	23	24	22	17	7	4	...	16
Candace Street.....	1	1	15	28	22	21	3	1	1	...	1
Doyle Avenue.....			2	6	3	3	...	...	...	...	1
Oxford Street.....		2	4	14	9	6	4	4	...	...	3
Point Street.....			1	6	10	16	8	2	4	2	10
Thayer Street.....				1	8	8	6	2	...	2	2
Vineyard Street.....			2	3	6	10	12	2	1	1	1
Totals.....	1	12	60	142	147	111	51	30	10	4	36

## COMMON SCHOOLS.

AGE.	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Over 20
America .....					1	6	8	11	11	7	5	1	1	....	3
Branch .....					2	9	14	14	19	7	5	....	....	....	7
Candace .....	1	1	1	6	14	22	8	6	6	2	2	....	....	....	3
Charles .....	1	1	1	1	8	29	40	31	18	20	5	9	6	....	29
Doyle .....					4	8	12	12	7	....	....	1	....	....	5
Federal .....		1	1	1	23	20	30	54	26	6	10	3	....	....	24
Harrison .....					6	6	16	13	7	1	2	1	....	....	7
Haymarket .....							3	2	9	2	....	1	....	1	2
Hospital .....						2	10	21	2	9	3	....	1	....	3
Killingly .....							7	2	5	2	5	....	....	....	....
Manton .....					1	5	12	5	9	7	1	1	2	....	....
Mt. Pleasant .....					3	13	25	30	26	14	1	2	2	1	23
Olneyville .....						7	9	10	9	8	5	4	....	1	1
Oxford .....						1	9	13	13	5	4	4	4	....	6
Pallas .....				3	....	3	....	1	3	5	3	2	1	6	24
Plainfield .....						5	7	15	12	13	6	2	1	1	1
Thayer .....						3	10	10	8	3	2	4	2	6	17
Vineyard .....					1	5	3	11	4	2	....	....	....	....	4
Wanskuck .....						5	10	12	9	5	....	....	....	....	....
Totals .....	2	1	2	5	16	119	212	263	255	153	69	40	28	22	159

In the common schools it appears that three-fourths were twelve, thirteen, fourteen, fifteen or sixteen years of age; that one-eighth were seventeen to twenty, and one-eighth were over twenty.

In the advanced schools the average age of the majority of the pupils is about one year greater than in the common schools, and eighty-five per cent. of them were thirteen, fourteen, fifteen, sixteen, seventeen years of age. Forty-six were eighteen nineteen or twenty years of age, and thirty-six were over twenty.

As might be expected the number of those over twenty is much greater in the common schools than in the advanced schools. In the common schools the great majority of the pupils, except in the schools for foreigners, are of the same grade nearly as the pupils of our fourth, fifth and sixth school years. In our day schools these pupils are eight to twelve years of age. The pupils in the common evening schools therefore are in their advancement on an average four years behind their compeers in the day schools, and in advanced schools, two years behind.

But as is shown by a previous table fifty-four per cent. of these pupils have been attending evening school for the first time this winter and twenty-five per cent. for their second season. From this it follows either that the most of these pupils have stayed away from school altogether for two to four years, or that while in the day schools they were much older than their classmates. I have not the data for stating which of these suppositions is the true one. The question is an interesting one and deserves investigation. At present I am inclined to the opinion that both suppositions have in them an element of truth.

#### EXAMINATION OF NINTH GRADE IN THE ADVANCED SCHOOLS.

For some years it has been the custom to examine the highest grade in the advanced evening schools to determine how many of the pupils were ready for admission to the Evening High School the coming season.

Last year the results of this examination were by schools as follows:

Number of pupils receiving certificates admitting them to the Evening High School:

	Graduated.	Entered.
Academy Avenue .....	7	7
Branch Avenue .....	0	0
Bridgham Street .....	5	4
Candace Street .....	0	0
Doyle Avenue .....	3	1
Killingly Street .....	3	3
Oxford Street .....	0	0
Point Street .....	0	0
Thayer Street .....	2	0
Vineyard Street .....	0	0
Total .....	20	15

Inasmuch as 324 pupils entered the Evening High School last fall for their first season therein, and but fifteen, or less than 5 per cent. were from the advanced evening schools, it is evident that the evening schools

cannot be considered as furnishing anything more than a brief continuation of study to those obliged to leave the day schools.

This year an examination for admission to the high school was held on the Monday and Wednesday evenings following the close of the evening school term. The examination was held at the high school, the pupils were known only by number and the papers were marked by the evening school teachers who had taught these pupils the past term. Each teacher marked one question on each paper, because this is the fairest possible way of marking, likewise, in most cases the easiest and most rapid. The papers were all marked and the percentages recorded before the names of the candidates or of the schools from which they came were known.

At this examination ninety-one candidates presented themselves from the following schools: Academy, Branch, Bridgham, Candace, Doyle, Killingly, Oxford, Point, Thayer.

To obtain the required certificates candidates were required to obtain at least 50 per cent. of credit on each of the subjects, arithmetic, grammar, geography and history. Those who obtained these certificates were seventeen in number:

Academy .....	5
Bridgham .....	1
Candace .....	6
Doyle .....	2
Killingly .....	3
Total .....	17

This is not quite so good a showing as last year. It would not seem that the questions were too difficult for the majority of the candidates, or the questions were too difficult for the majority of the candidates, or that the preparation of the majority was not what it should be. Those taking the examination had all the time they wanted, except in a very few cases on the first evening.

That the questions were suitable to the better portion of the pupils is proved by the percentages which the better pupils gained:

In history,	3	received 100	per cent.
	7	" 95 - 99	"
	8	" 85 - 94	"
In geography,	17	" 90 - 96	"
	8	" 85 - 89	"
In grammar,	8	" 90 - 95	"
In arithmetic,	1	100	"
	2	95	"
	2	85	"



Had the questions been unsuitable, these high per cents. could not have been reached by any of the class.

The place of the examination may have had something to do with their lack of success. Last year the examinations were conducted in their several schoolrooms by teachers from some other building and the papers were marked by the teachers of the Evening High School. Doubtless the pupils would feel more comfortable and at home in their own schoolrooms and so do somewhat better.

Perhaps this of itself may account for the three pupils less this year on the list of those passing in every study.

It will be suggested at once that the difference in the length of term between last year and this year has much to do with the results. Last year the pupils had five evenings per week for twenty weeks, or ninety-six evenings in all; this year three evenings per week for twenty-five weeks, or allowing for lost time, seventy-three evenings in all.

It will be said that the proof is complete that the evening school sessions this year were not sufficient for the work required, and that at least one hundred evenings each winter are necessary to cover reasonably well the evening school course of study. If this be so, how shall we account for the fact that Candace this year with five evenings per week for twenty-five weeks, a course longer than ever before by 25 per cent. has done hardly better than the other schools.

There is no reason known to me why the teaching given to the highest class in the advanced schools was this year better or worse than last year. The truth is that the methods of evening school teaching are not adapted to reach the entire class, but only those who may be anxious to receive it. Hence, whether pupils are ready for promotion depends much more on the disposition of the pupil and the preparation he brings with him to the evening school, than it does on the teaching he receives in the evening school.

This is a matter for serious study and in which it is hoped a change can be effected.

The influence of preparation in the day schools on success in the evening schools may be better seen in the light of the fact that of the seventeen who passed in all subjects, nine were in evening school for the first time this winter, six attended one winter before the present, and two, two winters before the present.

It should be said that of the ninety-one who attempted the examination, eighty-three passed in one or more subjects, and have received certificates specifying that they are exempt for examination in the subjects named,

if they desire to enter the high school this fall. On this basis eighty-three of the ninety-one pupils who took the examinations have received certificates stating that they have obtained the required percentage in certain subjects.

The following table shows the number who presented themselves for examination from each advanced school and the number who passed in some or all of the subjects:

	No. taking examination.	No. passed in one or more subjects.
Academy .....	21	19
Branch .....	1	1
Bridgham .....	16	15
Candace .....	18	17
Doyle .....	6	6
Killingly .....	7	6
Oxford .....	6	5
Point .....	7	6
Thayer .....	9	8
Vineyard .....	0	0
	<hr/> 91	<hr/> 83

#### TEXT BOOKS.

Proper text books are of great importance in evening school work. The thought is a prevalent one that evening schools should use the same books that the day schools use. This is a great mistake. The books best for the day schools are liable to be the poorest for evening schools. For illustration, the day school readers are too dull for evening school, the histories and geographies too voluminous and detailed, the arithmetics too explanatory, comprehensive and difficult.

These evening school pupils are those who have prematurely left the day schools. They are mostly those who were poor scholars in the day schools, and now seek a narrow and brief extension of the education cut short by poverty. They are sensitive as to the work they are set to do. They want a higher reader than they had in the day school, even though unable to use it. They insist on studying fractions when they cannot do division and sometimes not subtraction. To use the same books they used in the day schools and to be put lower in the line than they stood in the day schools disgusts them. Pupils who consider themselves to be of third reader grade or fourth reader grade, though practically equal in

attainments, cannot be put together, for the fourth reader pupils will resent it. We want to get them interested in what they read rather than in the number of the reader they use. Robinson Crusoe, Black Beauty, stories from Youth's Companion, Hawthorne's Wonder Book, Plutarch's Lives, Geographical Readers, Books of History, Travel and Adventure, furnish an abundant source of more attractive reading than our readers, and go away with the difficulties of pleasing the pupils in their arrangement into classes.

Books much narrower in scope, briefer in text, simpler in construction, referring more to the affairs of the pupil's life and interests are needed.

In arithmetic we need a book with easier problems, less of science and more of the art of arithmetic. More mental arithmetic is needed. The books should be readily divided into short lessons in problems, leaving explanations mostly to the teachers. There should be a constant review provided in the guise of an advance. This is by no means a description of the book we have.

There is hardly a text book used in our day schools that ought to be used in our evening schools. A change is essential to the welfare of the schools. In so saying I am not at all criticising any of these books.

#### DEFECTS.

The defects of the evening schools, so far as there are defects, are of two kinds, those of administration or management and those of instruction and discipline. It is the duty of the Committee on Evening Schools to remedy the defects of the first class; it is the duty of the principals and teachers to remedy the defects of the second class. It is the duty of the supervisor to assist in both efforts.

Evening school pupils of the lower grades have, as a whole, very little desire for learning, and even when a vague desire for knowledge exists it is usually coupled with a desire to absorb it rather than to gain it by hard work. It is more fun to idle away the evenings on the street corners, when the weather is warm enough to have the street corners comfortable, than it is to go to school.

The discipline of the evening schools is particularly difficult. Traditions are against quiet and respectful obedience. Day-time frolics and rude and boisterous conduct are become the ideals of the "good time" the pupils are bound to have. Only a strong disciplinarian can control such spirits. Control is essential to lead to that quiet and industry which have fruits in interest and progress. The dependence of the schools for good discipline is almost wholly on the principals. Many of the evening school teachers hardly expect to pay attention to the order of their classes, but confine their efforts to teaching their pupils one by one.

Evening school teachers dread to lose scholars because they thereby lose their places. Hence, some of them endure without complaint discourtesy, idleness, insolence, tardiness, absence without cause, even secreting the facts from the principal.

Many teachers are afraid of their pupils, afraid to cross them, lest they shall be aroused to misconduct, afraid to require industry and quiet, lest they shall become offended and leave the school. The case with which a pupil can get back to school after leaving, and the readiness with which he will be admitted to another school are obstacles to discipline. The boy who has left two schools and has two teachers writing to him to return with promises to make it pleasant for him, feels that he is an important character and that it is a condescension on his part to grace any school.

The short hours of session, the few evenings of school compared with the sessions in the day schools are limitations on the amount of work that can be accomplished in the evening schools. The limitation of indifference has been mentioned. Another limitation is the fact that by a natural process of selection the average ability of the pupils is distinctly lower than that of those in the day schools. Their minds are sluggish and their bodies tired. They shrink from any steady effort; their attention is easily diverted; they laugh at little things; they are offended at little things; they are ready to suspect affront or mistreatment. In short, with faculties sharpened by experience to acuteness beyond the ordinary child, and therein older than their years; in will power, in grasp of ideas and retentiveness they are younger than their years. Most of them attend evening schools but one or two seasons and irregularly at that. They are a stream of individuals passing through our schools too rapidly to be much influenced.

These fundamental difficulties are so serious, so deeply fixed in the material to be wrought upon, as to render utterly vain any hope of reaching such a degree of excellence in these schools as would satisfy the expectation of those who have merely an indefinite standard which they think all schools ought to reach.

#### ADVANTAGES.

On the other hand as a field for effort there are certain manifest advantages in the evening schools not found in the day schools.

First, the field is new and largely untried. Nowhere in the United States I believe is there a feeling that evening school work is well done or that we have arrived at a knowledge of how best to conduct these schools.

Every one is willing to try new plans that seem to promise well. Light from investigation is eagerly sought.

The following remarks from the last report of the Somerville schools show very clearly the prevalent feeling among school men as to evening school work:

"There is nothing but the old story to be told in regard to the evening schools. At the beginning crowds of those who sorely feel their deficiencies but are without strength of purpose to make the effort required to remedy them; long before the end, less than half the original number, plodding diligently along to secure what misfortune or neglect have lost them."

Second, there is, particularly in the higher classes, a leavening nucleus of good material, boys and girls who have been obliged to leave school but are unwilling to drop study, who feel anxious to go on. Then there are those who have left the day schools, perhaps through lack of appreciation of their privileges, but now after some experience in the shops and the stores see of how much service more knowledge would be to them. These have some particular thing they wish to learn, some one acquirement they wish to gain. Then, too, the pupils in the evening schools are two or four years older than pupils of corresponding grade in the day schools, and hence are able to do their work with more readiness and strength.

If improvement can be made in the conditions under which the work is done; if the books and the course can be brought into closer connection with the everyday business life in which these pupils are already immersed and whose requirements they in some degree feel; if the enthusiasm, the hopefulness, the sympathy of teachers capable and earnest, even though not skillful in the highest degree, can be brought steadily to bear upon these pupils, then it may be hoped that a considerable portion of them will respond to these influences with a zeal and a power unknown in the day schools. Then the progress of such pupils would be great, they would attend more seasons, gain more, influence others more, until these schools shall be raised from indifference and pettiness to earnestness and purpose.

The means for the accomplishment of such results lie first of all in the improvement of the teachers. These people are scholarly and able enough, most of them are willing enough, but have no good ideals either of results or methods. Instruction and direction is what they need. The teachers' meeting and the model class are the only means adequate to bring about the desired transformation of the teaching corps. Such meetings take time, for which provision is necessary. Hence I recom-

mend that the coming season the evening school sessions should occur on four evenings per week and that the fifth evening be devoted to teachers' meetings. These meetings would not necessarily occupy usually more than one hour, and not all the teachers would need to attend every week; but the supervisors should be expected to give this evening regularly to work with the teachers, calling the teachers of a grade or of a subject as might be found most practical.

My chief reason for recommending four evenings of school session is to provide thereby an opportunity for teachers' meetings as before suggested; but I have also in mind the relief it would bring to wearied pupils and the opportunity for home service and for social enjoyment that would be left for them.

In connection with the plans for next winter that evidently call for greater responsibility and labor on the part of teachers, I suggest an increase of pay to those teachers in the common schools that take charge of rooms. I would abolish the distinction in pay between the common and the advanced teachers and base the difference upon the character of the work done; those teachers showing ability both to instruct and to discipline and having for these purposes the charge of rooms should be paid \$1.50 per evening, and those teachers employed as assistants to those in charge of rooms and responsible for instruction only should receive \$1.00 per evening.

#### EXPENSES.

The expenses of the Evening Schools for the past season have been as follows:

Supervision .....	\$200 00
Salaries .....	24,611 00
Books, Stationery and Supplies.....	703 55
Printing .....	316 24
Advertising .....	115 36
Postage .....	75 27
Rents .....	1,310 00
Furniture and Fittings.....	136 19
Carriage hire .....	79 81
Rent Pianos .....	133 28
Laundry .....	11 28
Fuel .....	2,881 52
Lights .....	1,319 95
Water .....	183 95
Total .....	\$32,077 81

If any one wishes to compare the expenses of the past season with those of former years he should notice that the high and advanced schools have been kept open five weeks longer than ever before, that the advanced schools, with one exception, have been in session three evenings per week instead of five, and that by a change in the way of keeping the accounts the fuel bill has been made \$1,800 more this year than it would have been by previous forms of computation.

In conclusion, I think it just and proper to put on record my appreciation of the great advances in the evening schools during the last ten years. The most important of these is the establishment of the evening schools in the day school buildings. This has rendered possible the changes that have been made and those that are to come.

Second, much to be commended is the establishment of an evening high school. If we provide high school instruction to day school pupils, who shall forbid those equally advanced, equally anxious to learn, and less fortunate in the conditions of their life, an opportunity as good as may be for instruction of similar grade? The Evening High School is a good school and worthy of strong support.

Third, the establishment and grading of the advanced schools. These are excellent in plan and profitable in result.

Fourth, the educational standard of the evening school teachers has been much raised in the last ten years and is now as good as it can reasonably be expected to be. The principals are on the whole a body of men and women strong in discipline and apt in management. The teachers are young people of good scholarship and more than average ability, just the body to take in hand to make something better of.

#### SUMMARY OF RECOMMENDATIONS.

I here present my recommendations in summary, for the convenience of those who may do me the honor to consider them:

1. Grade the common schools into three grades, corresponding to the fourth, fifth and sixth day school grades, and establish in each school, if need be, one and only one ungraded class, each class, so far as practicable, to have a school room to itself. This grading is not intended for classes of adults or of foreigners.
2. Make large classes and appoint an assistant to each group of two classes.
3. When dropping teachers avoid breaking up classes.
4. Select text books, with reference to their suitableness to evening school requirements.

5. Make the course more practical. Give less time to geography and omit grammar entirely below the high school.
6. In high school make no effort to keep up a course, but teach the subjects most called for.
7. Keep the common and advanced schools open uniformly four evenings per week.
8. Require teachers to attend a teachers' meeting one evening per week, if so desired by the supervisors.
9. Abolish the distinction in pay between teachers of common and advanced schools and give the higher pay to teachers in charge of rooms.
10. Provide entertainment with instruction by employing a supervisor of music and a lecturer with the stereopticon.
11. Abandon the rented buildings where practicable to use day school buildings.
12. Consolidate some of the smaller schools.

To make the view of the Evening Schools complete, I incorporate in my report at this point the reports of those who have assisted in the supervision of these schools, and also the report of the principal of the Evening High School.

#### REPORTS OF SUPERVISORS OF EVENING SCHOOLS.

*Dr. Horace S. Tarbell, Superintendent of Schools:*

DEAR SIR: In accordance with your request, I submit a brief report of the work of the six Evening Schools over which I have had supervision.

During the twenty weeks that the common schools were in session, the number of visits made was as follows: Harrison Street, five; Manton, six; Olneyville, five; and Plainfield Street, five. To the Bridgham Street advanced school during the past twenty-three weeks, seven visits were made, and to the Killingly Street School, six.

Watching, assisting, and directing the work were my chief duties during the first two rounds of visits, but subsequently my attention was given, almost wholly, to the examination of classes which occupied fully three-fourths of each evening; the rest of the time to observing teachers' methods, or more properly speaking, lack of methods.

I criticise the work as follows: With few exceptions the Evening School management is poor. I say this advisedly, fully appreciating the difficulties and discouragements as compared with those encountered in the Day Schools, and knowing also that the Evening School teacher, as



a rule, is unable to give much time and energy to planning for the welfare of his pupils. Orderly activity, that essential to progress and happiness, is too frequently lacking—indifference characterizing some schools and restlessness, others. In many instances, I have noted with regret an entire lack of sympathy on the part of the teacher—the inability to look at the difficulties in the lesson from the pupil's point of view. This fault is most disastrous to good thinking and hearty co-operation, and should be overcome.

The teacher should be sure that his language is not beyond his pupils.

In one of our common schools, I recall listening to a recitation where the teacher's presentation of the subject was far beyond the comprehension of his pupils, even beyond ninth grade pupils of our day schools.

Teachers should examine more carefully the standing of each pupil when he enters and they should also see that some advancement is made during the term. Last month, two boys, graduates of our Grammar Schools, instead of being at the Evening High School, were found in an Advanced School.

To bring about desirable results, I would advocate weekly or fortnightly meetings for the training of teachers. Some preparation should be made for the presentation of each lesson, and something new and inspiring should be presented each evening. Reviews, wisely planned, should be given occasionally. Directions to pupils should be upon the front blackboard. As soon as the doors are open plenty of work should be ready.

There is no more excuse for whispering and disorder in an Evening School than in a Day School. Both are sternly checked in the presence of a supervisor and should be repressed in her absence.

The teacher must be made to realize that his first work is with himself. Before methods can be of value, a knowledge of the branches to be taught is essential. That which is practical and comes within the range of the mind of the child should be brought out in each lesson. In no department of our school system is it more necessary to aim to create in the pupil the power to observe and from this power to think and act than in our Evening Schools; the power to think, not the accumulation of facts, is needed. By training the teachers we shall not only benefit the pupils but the teachers' duties will become less irksome; we shall also reach a greater number of young men and women for whom the Evening Schools are designed.

Our courses of study I consider reasonable. In the Advanced Schools less attention might be given to grammar and more time spent on composition. Spelling could be greatly improved by insisting on distinct

enunciation and correct pronunciation; also by explaining, in very simple language, the meaning of words.

To teach reading is one of the chief objects in maintaining Evening Schools, yet this subject is sadly neglected, in many instances almost ignored. In teaching reading in these schools we must not only teach *how* to read, but *what* to read, for too often the drill in merely calling words from books and in expressing in easy language without any appeals to the pupil's higher nature develops only the ability to understand and an unnatural curiosity for gossip, sensation, and detailed reports of crimes.

Reading matter should be adapted to the class and should be a stimulus to better thoughts and higher life.

Our text-books do not meet the requirements of the Evening Schools.

Books of fascinating adventure, stories of military and naval life, of valor and heroism which hold the attention of the reader, histories, simply written, books on Nature that lead pupils to become sympathetic observers and investigators of the world around them would be invaluable.

At this time, I am unprepared to advocate any particular reader or text-books in any branch, but to this matter I will give attention.

Mental arithmetic would greatly improve our schools, but as the pupils work all day and many times are sleepy and tired this work should be skillfully managed. The value of mental arithmetic cannot be overestimated. Figuring upon paper should not be allowed unless large numbers are involved in the solution of the problem. Instead of devoting a full period each evening to tiresome routine, a portion of it would be profitably employed in giving practical problems, such as the pupils meet in their daily experience. In the Advanced Schools problems in common fractions, percentage and interest should receive great attention.

Penmanship is fair, probably as good as can be expected. More work in composition would improve the writing.

In singing, marked enthusiasm is manifested.

That ideas of authority, obedience, law, etc., may be expanded and clarified I would teach civics in our Evening Schools. As the real work of any school is the formation of character, fitting pupils for the business and struggle of life in such a manner that they may become useful members of society, I would teach those principles and habits that will secure individual welfare and promote the well-being of others. A *good teacher* of pleasing personality, could be employed to give weekly talks so simply worded that children in the common schools would understand and appreciate the facts stated; in the Advanced Schools such a teacher could cover considerable ground. Abstracts of each talk could be required and

thus the work in composition and penmanship would receive extra attention. With a tactful teacher to present the subject, this work would stimulate and elevate our schools. We should teach "There is nothing so important to any one as his duty. Life itself is of less concern than duty, for life is a failure where duty fails."

In my six schools, I have spent twenty-five evenings of two hours each. This time with sixty weeks of previous experience in careful observation of Evening Schools is of sufficient duration to convince me that in no department of our work is close supervision more necessary. Supervisor and teachers should so study existing conditions as to develop the ability to present each lesson clearly, concisely, and in a manner calculated to arouse the pupil's interest; of still greater importance is the faculty of bringing into the life of the pupils that which is strong and pure and wholesome.

Because the Evening School teacher has little time at his command to improve his methods of teaching, it follows that supervision should be constant and skillful; that it is an essential factor in the system.

That the supervisor may be the inspiring spirit, stimulating the tone and energies of the teaching force; that her visits to schools composed of pupils weary from ten hours' daily work may be effective in the highest degree, it is obvious that she must reserve for her evening's work a good amount of energy.

In planning for another year's work my chief desire is to improve methods of organization and school management which will in time bring about improvement in all respects; to be sure that obedience springs from confidence in teachers' demands; to note improvement in the art of questioning; and finally to arouse on the part of the teacher a lively sympathy with the class.

Respectfully submitted,

SARAH DYER BARNES.

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*Dr. Horace S. Tarbell, Superintendent of Schools:*

DEAR SIR: The following statements and suggestions in relation to Evening Schools are based on observations made in five advanced and four common schools—namely, Academy Avenue, Candance Street, Mt. Pleasant, Oxford Street, Point Street, and Vineyard Street.

While there are different conditions in these schools which would modify in individual instances any general statements that might be made, there are still many sides of the work which can be considered collectively and from two standpoints—1st, the present condition; 2d, the changes that seem desirable.

*Grading:*

Some of these schools contain only common schools, some advanced, and some both common and advanced. The line between common and advanced is drawn between grades 6 and 7. Most of the Advanced Schools have one class each of grades 7, 8, and 9, sometimes under one class teacher the entire evening, sometimes under three different teachers who teach one or two subjects each to the three classes, and sometimes with an extra teacher for the three rooms who takes one subject in each, relieving the class teacher who gains a little time to examine written work.

This division into grades makes the work of the advanced school teachers much easier than it would be under any other arrangement, and much more profitable to the pupils who have the advantage of much more instruction than they would receive under any individual method, and also the benefit of others' recitations and class discussion.

The grades below the seventh are not nearly so well graded. Teachers are occupied with ten or twelve pupils of various grades, and are obliged to give much individual instruction, while pupils lose a great deal of time in waiting for the teacher, or in trying to study lessons which they are unprepared to study. There are so few pupils in any school—except where there are classes of foreigners learning the languages, and who will be considered separately—below the fourth grade, that they must of necessity be grouped in an ungraded class and a teacher should have not more than ten or twelve such pupils. If, however, the pupils of grades 4, 5, and 6 were as carefully classified as are those of grades 7, 8, and 9, one good teacher could easily teach twenty-five or thirty of these pupils. If necessary, the class could be divided into two divisions for arithmetic, one division working while the other received instruction; reading, spelling, language, and writing could be general work with the whole class.

*Discipline:*

The discipline of Evening Schools is in many ways more difficult than that of Day Schools. The pupils are older than those of corresponding grade in the Day School and their development has not been harmonious. They have, through their work, acquired feelings of independence and self-reliance without acquiring self-control, and while they have acquired judgment to some extent in the direction of conduct of affairs, they have not acquired much judgment as to the rights of others. Their feelings are easily stirred—they laugh at the slightest pretext, they show ill-temper the next moment for equally slight reasons. In most of the schools the order is fair, in some it is excellent, but in many a perceptible

under-current of these manifestations of surface feelings shows that the pupils are merely being held within bounds and are not gaining in the self-control which comes from depth of thought and feeling. The remedy for this condition lies in the example, force of character, and power of instruction of the teacher. Some—many of the teachers of these very rooms seem to me to possess all the characteristics necessary to meet the conditions and to improve them. Their mistake seems to be in not requiring the pupils to do their best, and insisting both kindly and firmly on cheerful obedience.

*Instruction:*

The style of the instruction varies in advanced and common schools owing to the difference in grading. Advanced teachers are giving class instruction while common school teachers are going from pupil to pupil. Very nearly all of the teachers are earnest, faithful, and, from the point of view of scholarship are qualified for their work. The methods of instruction, however, in both departments are open to the same criticism—they consist almost universally and exclusively of telling, showing, and explaining, that which pupils should reach through their own thought. Very few questions are asked; work is assigned, and in case of failure or misunderstanding, the teacher explains—thus failing to discover where the pupil's difficulty lies. The pupils are often not even required to repeat the explanation. Some opportunity should be given the teachers to study principles of education and methods of instruction.

STUDIES.

*Reading:*

Reading lessons as at present conducted in the Evening Schools contain no instruction—they merely afford practice. No discussion of the subject matter takes place and in many cases the pupils could not discuss and do not understand what they are reading. Most of the reading books are unsuitable, and others containing matter suited to the comprehension and capable of holding the attention of the pupils should be substituted.

These pupils should also be taught diacritical marks and their meaning according to Webster's Dictionary.

*Grammar:*

The work in grammar in both common and advanced schools seems to me as conducted at present an absolute waste of time. The technicalities of grammar are beyond the comprehension of most of these pupils, and the recitations degenerate into guess work. The same time em-

ployed in free, full, oral expression of their reading or history work, in written reproductions, and in exercises teaching the use of capitals, punctuation, etc., would be far more valuable. The first book of the "Lessons in Language and Grammar" contains work enough to go through at least the seventh grade, and in the eighth and ninth more written work in connection with other studies, carefully corrected as to points taught in lower grades would, in connection with letter writing, be more valuable than the work as now conducted.

*Writing:*

Writing is not now taught as a class exercise. Any book to be found, and any page is written and criticism is entirely individual. To a certain extent this serves for practice, but the books are often unsuited to the pupil—those who should write freely using double lines, etc. No books at all with a good exposition by the teacher of the forms of the letters would be preferable to the present method, with the criticism put upon the written lessons, spelling, etc. Most teachers, however, need a book, and when it is used, the whole class should write the same copy, and thus minimize the time put upon its study.

*Arithmetic:*

In common schools the instruction is entirely individual and it is hard to judge of its quality. The pupils seem to take only one process at a time, and work at that, then another, and do not seem to be able to see the meaning of any, or to apply them. They forget one or do not thoroughly learn it before taking another, and it is quite common to see pupils doing examples in long division refer to a multiplication table with answers to assist them. Only class instruction of a good quality can improve this, as the time devoted to arithmetic if given individually would all need to be given to one or two pupils.

In the Advanced Schools the teachers explain the problems almost entirely themselves. The present method gives the teacher no knowledge of the power of their pupils except of the most mechanical kind. More questioning by the teacher, and more explaining by the pupils would perhaps require a slower progress for a time as measured by pages, but would result in more power.

*History:*

At present history is studied only by the eighth and ninth grades. It is sometimes used only as a reading lesson and sometimes merely as an aggregate of facts to be recited and forgotten. There is no better medium than history in its various phases for conversations between teacher

and pupils, of a nature to bring out the deeper thoughts and feelings about life and its ideals which are so much needed to give the steadiness and strength already mentioned as lacking in these pupils. 'These discussions, together with the personal influence of the teacher's own character, are the strongest means of an influence for good which the teacher has.

Without making history a formal study in lower grades, reading books containing biographies and historical stories could be used to great advantage.

*Geography:*

The work in geography is quite well conducted from the standpoint of location, surface features, and productions. It is not closely connected with the life of the people of the different countries and is easily forgotten and confused. The written work in connection with it is very inaccurate and meagre.

In grades 4 to 7 a geographical reader would afford a better preparation for advanced work than Frye's Geography.

*Foreign Classes:*

There are many classes in our Evening Schools composed of foreigners who wish to learn to speak, read, and write English. For these classes an elementary book should be selected and the work conducted on the conversational plan—the words which the pupils are to read first being learned and used in conversation. The same lesson can serve as material for talking, spelling, writing, and reading, and even for easy lessons in composition. The teacher of such a class should be specially prepared for the work, and be an exceptionally good one. It is not necessary that he should understand the language of the class.

All the work of such a class except the arithmetic could be based upon the one text-book employed.

A competent teacher can take charge of such a class containing from twenty to twenty-five pupils, but should have a room by himself.

*Departmental Teaching:*

In some of our schools the teachers change rooms, giving the same subject in three different rooms. This very much simplifies the preparation of the teacher and may, perhaps, be necessary, as our teachers often have other occupation during the day, and little time for preparation. But in the line of discipline where the pupils are specially weak it is a detriment to the pupils. All subjects are not equally conducive to the real acquaintance of teacher and pupil. Such a subject as history affords

opportunities for pupils and teacher to meet in an interchange of thought such as arithmetic and grammar can never furnish, and gives the teacher an influence for good over his pupils which can be felt throughout the other recitations, but which is lost if he goes to another class, and another teacher comes to this one. If he teaches history to three classes, he never really knows the result of his own work, and the other teachers not knowing the work do not look for any result from it.

If he teaches one class throughout the evening he reaps in one subject the advantages gained in another, and is far better acquainted with his pupils than he could be with three times the number.

Respectfully submitted,

ELLA M. PIERCE, *Supervisor.*

DR. HORACE S. TARBELL, *Superintendent of Schools:*

DEAR SIR: In accordance with your suggestion of recent date I have the following to offer for your consideration in reference to the work of the Evening High School.

It would seem to me advisable to open the school at least one week earlier than the past year, which would make the opening night October 1, 1900. The period before the Christmas vacation is the most satisfactory part of the year, the attendance and enthusiasm being greater at this season. To lengthen this period as much as possible and still not have the opening week come too early in the fall, is, in my opinion, for the best interests of the school.

This would necessitate the enrollment of pupils during the week of September 24. For the past two years three evenings have been devoted to registration; previous to that time pupils were registered during the entire week before the opening night. So large a number registered the past year during the first week of the regular work of the term that I should think it worth while to have the school open for enrollment of pupils during the entire week of September 24. This would give five evenings as formerly, and would probably result in more pupils commencing work with the class the first week. The cost of registration would not be increased by such a change, as the work could be conducted by fewer teachers.

A term of at least twenty-two weeks is desirable, aside from the time given to registration. To try to complete the courses as planned in a shorter time is unsatisfactory. The extension of the term the past year increased the efficiency of the work to a marked degree.



As early decision as to the courses to be offered, and the election of teachers to the various positions would be advantageous. To expect the newly chosen teachers to start work at once gives them no time to map out their courses and prepare in advance.

A vacation commencing Friday, December 14, and ending December 21, seems to me desirable.

In addition to the courses offered the past year, the following seem to me well adapted for Evening High School work:

1. *Scriming*. A lecture course of one hour per week. As this course would cost somewhat more than the average, a small tuition fee might be charged.

2. *Fine Arts*. A lecture course of one hour per week. A tuition fee to be charged as in Course I.

(Courses I. and II. are suggested only upon condition that competent lecturers from Brown University can be secured.)

3. *Elocution*.

4. *Civics or Commercial Law*.

The following facts concerning some of the pupils who attended the Evening High School last year have come to my knowledge: One pupil is taking a regular course at Brown; a second is taking a special course in chemistry and hopes later to take a full course. A third pupil entered the University of Pennsylvania, Department of Dentistry, in October. One of the pupils in elocution is now a regular student in the Emerson School of Oratory at Boston.

Concerning a former pupil, who is now taking a college course, and whose English training was received in the Evening High School, a Brown professor said to me that he had never had a pupil with a better preparation in English. He also said that other similar cases had come under his observation.

Respectfully submitted,

FREDERICK A. JONES,  
*Principal.*

#### VACATION SCHOOLS.

The present generation is struggling with the question of vacation schools as though it were wholly new; yet in the report of Superintendent Leach for June, 1870, it is stated that, "For two years past, schools have been opened in the summer vacation for such children as wish to attend. These have been a great blessing to the city. Large numbers

are not only saved from the dangers and temptations of the street, but are properly cared for and provided with such instruction as they most need. It is not the aim of these schools to enforce severe study during the hot season, nor to require regular attendance. Much of the instruction given is oral, and no hard tasks are imposed. All the lessons are made as attractive and interesting as possible by apt illustration and familiar conversation. Sewing, drawing, and object teaching occupy a prominent place. Special attention is given to the improvement of the manners and the habits of the pupils, and to the cultivation of the proprieties and courtesies of life. I would recommend that such schools be opened during the summer vacation."

In 1872 the superintendent states that: "The vacation schools the past summer were generally eminently successful. More than one thousand children attended the six schools."

In 1873 the superintendent says of the vacation schools: "These schools are increasing in value and importance every year, and are especially appreciated by those parents who with their children are obliged to remain in the city during the summer months."

In 1875 the Committee on Annual Report says: "The vacation schools provide for children of primary and intermediate grades with a sprinkling of the grammar grade who else would be roaming the streets during the long vacation, exposed to danger and acquiring vicious habits. In 1876, there were 8 schools, 22 teachers, with 1,728 registered pupils. Average attendance, 688."

In the report for 1879 it is stated, "No vacation schools were kept last summer (1878) for the want of appropriation."

This was a period of great business depression and both the Polytechnic Evening School and the vacation schools were abandoned as being the parts of the school system most readily spared.

The superintendent says: "On account of the depression in business many families have left the city."

#### COLORED SCHOOLS.

In 1828 the first separate school for pupils of color was established in the "Old Brick School House" on Meeting Street. One male teacher was employed. The attendance at first was large, but soon became less.

In January, 1836, a special committee was appointed to report as to the causes which have reduced the attendance in the African school to the small numbers there instructed.

This committee reported February, 1836, as follows:

"The committee appointed by the School Committee to examine the cause of the diminution of the African school, report that they have attended to the subject referred to them, as far as they have been able. They find there has been a gradual decrease of that school since the first year of its establishment until the present time. The number of scholars on the list the first year was about one hundred, and the number of attendants from sixty to seventy. The number of attendants the last year has been from fifteen to twenty-five.

Your committee are not willing to believe the cause of this diminution to be the want of attention, industry or education of the Preceptor, but rather from an unhappy prejudice with the colored people against him, and although we think these complaints generally unfounded, yet the effect goes to destroy his usefulness in that School, we therefore recommend its discontinuance and as a substitute, recommend the establishment of two schools to be kept by females. All of which is respectfully submitted for the consideration of the School Committee."

In accordance with this recommendation a school for colored children was established in 1837 on Pond Street, in addition to the school on Meeting Street. This school was closed in 1839 on account of the small attendance; but reopened in 1842, and from that date to 1865 two schools for colored children were maintained.

In 1846 there were in the grammar schools for colored children, 69 pupils, and in the primary 88. In 1863 (I do not find any report for 1865) the colored schools had 60 grammar and 150 primary pupils. In 1900 there are in the different schools 171 colored pupils of grammar grade, and 466 primary.

Separate schools for colored children were abolished in 1865, and since that time colored children have been admitted to all the public schools.

On account, however, of the considerable number of colored people living in the vicinity of Meeting Street, the two schools on that street, the one in the Old Brick School House and the one on the corner of Thayer and Meeting Streets were practically given over to colored children by the withdrawal of the white children. The school in the Old Brick School House was discontinued in 1887, and since that time only one of our schools has had in it a large proportion of colored children. The number of children in this school is slowly but steadily diminishing. It is of interest to note that the attendance of colored children and probably the proportion of colored people in this city has diminished during the last 60 years.

In 1840 the colored children were about four (4) per cent. of the en-

tire enrollment; in 1865 about three per cent., and in 1900 about two and one-half per cent.

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At the meeting of the School Committee in May, 1851, it is noted that "A considerable diminution of the numbers attending several of these schools has recently taken place by the removal of the children of Roman Catholic parents; schools having been provided for them under the immediate supervision of the clergy of their order and several of the Sisters of Mercy recently established in this city."

In the report of 1855 it is stated that, "This apparent decrease in the number of children attending our public schools, notwithstanding the large increase in population may be accounted for by the fact that several hundred children have been withdrawn to attend upon the Roman Catholic Schools."

From the report of 1866 we learn that the "several hundred" above referred to were "over 600," and that in 1865 this number had increased to 1,273.

These are all the references to Parochial Schools that are found in the early school reports.

There are no public records of the attendance in Private or Parochial Schools in this city or state prior to 1877.

The accompanying table shows the school census, the enrollment in Public Schools, the enrollment in Catholic Schools and the percentages the Catholic Schools were of the Public Schools at the several dates.

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In the last twenty years the school census has increased 71 per cent., the Public School attendance, 111, per cent., and the Catholic School attendance, 52 per cent.

### SPECIAL SUBJECTS.

*Music.* Music was introduced as a subject of study in 1846 and has not with continued approval until the present time. We have always had a relatively large number of special teachers in this branch and excellent advancement has been made by the pupils.

*Sewing.* The first sewing school in Providence was maintained by some benevolent ladies in 1854. In 1896 Superintendent Leach called attention to this subject and asked that provision for this work be made from the school funds. An appropriation of \$5000 was made for this purpose and a special sewing school was maintained near the old Reformatory School.

In 1876 a special teacher was employed to give lessons in sewing to the girls of the Intermediate Schools. This work has since been extended and still continues.

*Drawing.* Providence participated in the general revival of interest in drawing that spread through New England in 1870 and later. In 1872 Prof. Walter Smith was employed to give the teachers lessons in drawing. In the fall of that year the subject of drawing in schools was referred to a special committee, who made favorable report, and the committee by resolution directed that a limited time should be devoted each week to this branch of instruction.

From that time to the present ninety minutes per week have been given by the pupils below the High School to this subject.

In June, 1887, Miss Abbie M. White was elected Supervisor of Drawing, and since that date we have had systematic instruction in that branch. For years this instruction was maintained against strenuous opposition, but it is now firmly established and well approved.

*Physical Training.* During the school year 1860 and 1861 provision was made for the first time for physical exercise in the High School. A building was erected for the purpose and gymnastic exercises were engaged in by the pupils. This building was occupied by the girls as a gymnasium until it was torn down to make way for a needed enlargement in the form of a wing to the main building.

In 1863 a special supervisor of physical training in the elementary schools was appointed. Two assistants were soon after appointed, but in 1869 the services of the assistants were discontinued. Since 1893, two or more instructors in physical training have been employed in the High Schools. It should not be inferred, however, that no special work in gymnastics or calisthenics has had place in our schools, both elementary and high, except as above stated. Such exercises under the direc-

tion of the regular teachers have been practiced since 1860, and probably from an earlier date.

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The original rule on the subject of corporal punishment, ordained before the opening of the schools, read as follows: "That it be recommended to the School Masters that, as far as practicable, they exclude corporal punishment from the schools; and in particular that they never inflict it upon Females."

This rule continued in force with slight modification until in February, 1845, it was

"VOTED, That the assistants in the High School shall not inflict corporal punishment without the advice of the principal or superintendent."

The rule was further modified in September, 1885, by requirements that corporal punishment should not be inflicted in school hours nor in the presence of other pupils, and that a record of each case should be sent to the superintendent's office.

In 1890 corporal punishment was abolished entirely except that it was permitted in primary grades, provided the written consent of the parent or guardian had been previously obtained.

#### KINDERGARTEN.

In March, 1887, the first public school kindergarten was established in the Smith Street schoolhouse.

These schools proved popular and gradually increased in number until there are now twenty-five such schools, employing forty-four teachers, besides nine unpaid assistants.

In September, 1899, a new development of the kindergarten work was made by the establishment of afternoon classes of pupils who had completed the kindergarten work and were ready to make the transition to primary work. We call these classes "transition classes" and they do in the main the work of the first half year in the primary grade. They are taught by the kindergarten teachers, who employ kindergarten methods so far as they are found applicable to the subject matter of the course, which is mainly, reading, with some arithmetic, penmanship and nature study.

This arrangement is peculiar to this city. It reduces decidedly the expense of the kindergartens, for the afternoon salaries of the kindergartners are properly chargeable to the primary schools' expense account, as thereby the cost of the primary schools is diminished by the amount

which would be paid to primary teachers for instructing the so-called transition pupils. It likewise enables us to utilize the kindergarten rooms for the entire day, a matter of importance when school accommodations are near the limit of actual requirement.

These transition pupils learn less in an afternoon than others who attend the entire day; but the brighter portion of the class do well the full requirement of the course. We are not, however, able to promote to 1 A work so large a portion of a "transition" class as of a regular 1 B class.

There are compensating gains in the more gradual adjustment which is made to primary school conditions and the continuance for a longer period of the influence of the kindergarten.

#### SCHOOLS FOR INDIVIDUAL WORK.

These were first called Schools for Special Discipline and Instruction and were established in the spring of 1894.

They were designed to take the *misfit* pupils out of the regular schools. Those pupils who were unhappy in regular schools or made their teachers unhappy by reason of their interference with the regular work were to be cared for in special schools. The disciplinary notion was uppermost in their establishment; but it was at length found that they served so good a purpose in the instruction of those who could attend but a part of the year, or were too old for the grades into which they could be put, or were deficient in their knowledge of the English language, that a considerable and increasing proportion of their pupils were in attendance for other than disciplinary reasons.

It was therefore thought best to change their name to prevent the supposition that they were schools for bad boys, and thus avoid for their pupils the stigma of attendance when misconduct was implied.

Three such schools were opened in April, 1894.

There are now seven of them in which eighteen teachers are employed.

#### SCHOOLS FOR BACKWARD CHILDREN.

These schools are really an offshoot from the Schools for Individual Instruction. It was found that many children who had been called troublesome and bad were really mentally deficient and needed care and methods of teaching fitted to their cases.

Teachers who have studied children, who understand the principles and methods of the kindergarten and who have the time, the patience and the analytic power that enable them to adjust themselves to the

special needs of such pupils can do much more for them than can the teachers in our regular schools.

The first School for Backward Children in this city was established on Burnside Street, Nov. 30, 1896.

The second at Academy Avenue Ward Room one year later, and the third on Orms Street, Dec. 6, 1898.

In 1899 Boston and Philadelphia established similar schools. These are all the schools for such pupils in the United States connected with public school systems.

### THIRD ERA OF SCHOOLHOUSE CONSTRUCTION.

There have been in the last one hundred years three main eras of schoolhouse construction (1) the year 1800 (2) the years 1838-1842, and (3) the years 1888 and 1898.

The first and second eras have already been mentioned.

From the report in December, 1884, is taken the following:

"There are forty-five teachers in the Primary and Intermediate Schools not in charge of any room. Of these, fourteen are assistants in large rooms designed for two teachers [of these rooms there are now remaining but the two at the Branch Avenue Primary School] fourteen are in rooms designed for one teacher, but having recitation rooms adjoining and seventeen are in rooms of ordinary size without recitation rooms or any convenience for the additional teacher."

From this unfortunate condition of affairs we are now nearly free.

There have been built during the years since 1884 and chiefly since 1888 the Manual Training High School, the Classical High School and the Hope Street High School, giving us four fine buildings in place of one. Of Grammar School buildings Doyle and Candace have been much enlarged, and Peace, Academy, Branch, Messer, Broad, and Manton have been built, doubling the Grammar School accommodations.

Of the Primary Schools now occupied, Arnold, Benefit, Elm, Elmwood, Friendship, Julian, Hammond, Manning, Potter and Ring have been enlarged and improved, while there have been built: Almy, Althea, Atwell, Beacon, Bellevue, Bourn, California, Charles, Courtland, Covell, Eddy, Federal, Greeley, Harriet, Harris, Hendrick, Highland, Ives, Montague, Mt. Pleasant, Niagara, Plain, River, Roger Williams, Ruggles, Slater, Smith, Somerset, State, Veazie and Willard.

This means that ten (10) of our Primary Schools have been enlarged and so reconstructed as to be practically new; that thirty-one (31)



primary buildings have been erected, while, not counting those in the recently annexed district, there are only twenty-one primary buildings now in use in practically the same condition in which they were at the beginning of the period.

In other words, three-fourths of our High School buildings, one-half our Grammar School buildings and two-thirds of our Primary School buildings are newly constructed during the years since 1864.

In the report of the School Committee for June, 1892, it is stated that "At no time within the history of the City of Providence have the City Council recognized to so great an extent the needs of the school system as they have during the past two years, and the appropriations which they have made for new school buildings fully attest their belief in the benefits that accrue to the municipality from a broad and comprehensive support of its educational interests."

#### ANTHONY PRIZES.

Senator Henry B. Anthony, who died in 1864, left by bequest to the City of Providence \$3,000, whose income was to be expended in prizes for excellence in the public schools.

By ordinance of the City Council these prizes are to be awarded in the High Schools for excellence in English Composition and in the Grammar Schools for excellence in Reading.

The first award of these prizes was made in June, 1888.

The winners of these prizes have been:

#### NAMES OF WINNERS OF THE ANTHONY MEDALS.

##### *Providence High School.*

1888.

Girls' Department, Lily Rose.

Classical Department, George W. C. Hill.

English and Scientific Department, Wilfred C. Leland.

1889.

Girls' Department, Edna C. Greene.

Classical Department, Thomas H. Rothwell.

English and Scientific Department, Edward V. Luther.

1890.

Girls' Department, Lucy J. Freeman.

Classical Department, Frederick Cohn.

English and Scientific Department, William A. Boutelle.

## 1891.

Girls' Department, Marion Wiggin.  
Classical Department, George H. Huddy, Jr.  
English and Scientific Department, Fred E. Horton.

## 1892.

Girls' Department, Harriet E. Northrop.  
Classical Department, Arthur C. Stone.  
English and Scientific Department, Edward M. Sullivan.

## 1893.

Girls' Department, Emmeline R. Crowell.  
Classical Department, Wilbur A. Scott.  
English and Scientific Department, Henry M. Bass, Jr.

## 1894.

Girls' Department, Edith M. Johnson.  
Classical Department, Lewis T. Place.  
English and Scientific Department, Dwight K. Bartlett.

## 1895.

Girls' Department, Gertrude E. Millard.  
Boys' Department, George Dudley Church.

## 1896.

Girls' Department, Mabel G. White.  
Classical Department, Dolly L. Whittelsey.  
No boys entered the contest.

## 1897.

English Department, Maude O. Miller, William H. Ballou.  
Classical Department, Margaret P. Jackson, Thacher H. Guild.

## 1898.

English High School, Mary L. McKenna, P. M. O'Reilly.  
Classical High School, Esther D. Griswold, Ernest P. B. Atwood.

## 1899.

English High School, Mary C. Greene, Ernest R. Shippee.  
Classical High School, Celia Arnold Spicer, John F. Murray.  
Hope Street High School, Annie May Murray, Margaret A. O'Connor.

## 1900.

English High School, Gladys Huntington.  
Classical High School, Leander Bowers, Katherine E. Cox.

Hope Street High School. Ralph Hervey Boyan. Oscar L. Heitzen.  
 Manual Training High School. Ernest F. Poole. Elizabeth E. Baldwin.

*Academy Avenue Grammar School.*

1888.

Harry C. Whipple.

1890.

Eben Hoadley.

Ida Fiske.

1896.

Thomas France.

Harrie B. Stone.

1891.

Sylvester B. Coen.

Margaret Graham.

1892.

John Donley.

Mabel Carpenter.

1893.

Alice Baldwin.

1894.

Alex. McKay.

Margaret L. Costello.

1895.

Harry Baldwin.

Hattie E. McLellan.

1896.

George F. Kern.

Nota L. Maguire.

William Granville Mender.

Martha A. Guriand.

February, 1897 (Ninth Grade).

Gertrude A. Gardiner.

Margaret E. Haven.

Robert G. Hunter.

Donald M. Hunter.

June, 1897 (Eighth Grade).

Samuel Sutcliffe.

Mary R. Byrne.

1898.

Margaret F. Mulvey.

John F. Smithers.

1899.

William J. Dwyer.

Joseph A. Sullivan.

Esther E. Clinton.

Lulu Forsyth.

1900.

Charles A. Maguire.

John Brennan.

Irma W. Drowne.

M. Blanche Robblee.

*Branch Avenue Grammar School.*

1892.

Ethel M. Gates.

John Maguire.

1893.

Elizabeth Cooper Dawson.

John Francis Scott.

1894.

Elizabeth O'Malley.

Timothy J. Murphy.

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1895.	Frederick A. Wynne.
Mary E. M. Hughes,	April, 1898.
Frederick J. Berth.	Annie G. Prior,
1896.	Thomas J. Hickey.
Corena Clegg.	Emma J. Boorum.
Philip J. Rice.	April 14, 1899.
February, 1897 (Ninth Grade)	Pauline Boorum,
Marie L. I. Haas.	William E. Evans.
Walter A. Watts.	1900.
June, 1897 (Eighth Grade).	Henrietta A. Maguire.
Theresa E. Schneider,	

*Bridgham Grammar School.*

1888.	Irene T. Seabury,
Lucy H. Pierce,	Perlia A. Billington,
Elton Taft.	James L. Sherman.
1889.	1896.
Blanche Shaw,	Frank Harrison Whitehouse,
Edgar C. Lakey.	Bertram T. Shuman.
1890.	Lizzie M. Rees,
Eddie Northrop.	Bessie V. Spaulding.
Gertrude Simmons.	February, 1897 (Ninth Grade).
1891.	Harry L. Atkinson.
Waldo Page,	Mary E. H. Sweeney.
Nellie Hooper.	June, 1897 (Eighth Grade).
1892.	Thomas E. Hartigan.
Josie Morse,	Bessie Grammont.
Waldo Bartlett,	Bertha R. Hardy,
Courtland Massie,	Walter Lockhart.
Mabel White.	1898.
1893.	Bennie Manchester,
Harry Paine,	King A. Harvie,
Ida M. Carpenter,	Carrie A. Pearce,
Mabel Miller,	Lena H. Saugy.
William Davy.	1899.
1894.	H. Drew Magee,
Ernest B. P. Atwood,	May A. Slocum.
Marcus A. Goldsmith,	1900.
Madeline Cooney,	Edward A. Bernhard,
Myrtle E. Lake.	Lulu Mabel Jewett.
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William H. Alverson,	

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under-current of these manifestations of surface feelings shows that the pupils are merely being held within bounds and are not gaining in the self-control which comes from depth of thought and feeling. The remedy for this condition lies in the example, force of character, and power of instruction of the teacher. Some—many of the teachers of these very rooms seem to me to possess all the characteristics necessary to meet the conditions and to improve them. Their mistake seems to be in not requiring the pupils to do their best, and insisting both kindly and firmly on cheerful obedience.

*Instruction:*

The style of the instruction varies in advanced and common schools owing to the difference in grading. Advanced teachers are giving class instruction while common school teachers are going from pupil to pupil. Very nearly all of the teachers are earnest, faithful, and, from the point of view of scholarship are qualified for their work. The methods of instruction, however, in both departments are open to the same criticism—they consist almost universally and exclusively of telling, showing, and explaining, that which pupils should reach through their own thought. Very few questions are asked; work is assigned, and in case of failure or misunderstanding, the teacher explains—thus failing to discover where the pupil's difficulty lies. The pupils are often not even required to repeat the explanation. Some opportunity should be given the teachers to study principles of education and methods of instruction.

STUDIES.

*Reading:*

Reading lessons as at present conducted in the Evening Schools contain no instruction—they merely afford practice. No discussion of the subject matter takes place and in many cases the pupils could not discuss and do not understand what they are reading. Most of the reading books are unsuitable, and others containing matter suited to the comprehension and capable of holding the attention of the pupils should be substituted.

These pupils should also be taught diacritical marks and their meaning according to Webster's Dictionary.

*Grammar:*

The work in grammar in both common and advanced schools seems to me as conducted at present an absolute waste of time. The technicalities of grammar are beyond the comprehension of most of these pupils, and the recitations degenerate into guess work. The same time em-

ployed in free, full, oral expression of their reading or history work, in written reproductions, and in exercises teaching the use of capitals, punctuation, etc., would be far more valuable. The first book of the "Lessons in Language and Grammar" contains work enough to go through at least the seventh grade, and in the eighth and ninth more written work in connection with other studies, carefully corrected as to points taught in lower grades would, in connection with letter writing, be more valuable than the work as now conducted.

*Writing:*

Writing is not now taught as a class exercise. Any book to be found, and any page is written and criticism is entirely individual. To a certain extent this serves for practice, but the books are often unsuited to the pupil—those who should write freely using double lines, etc. No books at all with a good exposition by the teacher of the forms of the letters would be preferable to the present method, with the criticism put upon the written lessons, spelling, etc. Most teachers, however, need a book, and when it is used, the whole class should write the same copy, and thus minimize the time put upon its study.

*Arithmetic:*

In common schools the instruction is entirely individual and it is hard to judge of its quality. The pupils seem to take only one process at a time, and work at that, then another, and do not seem to be able to see the meaning of any, or to apply them. They forget one or do not thoroughly learn it before taking another, and it is quite common to see pupils doing examples in long division refer to a multiplication table with answers to assist them. Only class instruction of a good quality can improve this, as the time devoted to arithmetic if given individually would all need to be given to one or two pupils.

In the Advanced Schools the teachers explain the problems almost entirely themselves. The present method gives the teacher no knowledge of the power of their pupils except of the most mechanical kind. More questioning by the teacher, and more explaining by the pupils would perhaps require a slower progress for a time as measured by pages, but would result in more power.

*History:*

At present history is studied only by the eighth and ninth grades. It is sometimes used only as a reading lesson and sometimes merely as an aggregate of facts to be recited and forgotten. There is no better medium than history in its various phases for conversations between teacher

and pupils, of a nature to bring out the deeper thoughts and feelings about life and its ideals which are so much needed to give the steadiness and strength already mentioned as lacking in these pupils. These discussions, together with the personal influence of the teacher's own character, are the strongest means of an influence for good which the teacher has.

Without making history a formal study in lower grades, reading books containing biographies and historical stories could be used to great advantage.

*Geography:*

The work in geography is quite well conducted from the standpoint of location, surface features, and productions. It is not closely connected with the life of the people of the different countries and is easily forgotten and confused. The written work in connection with it is very inaccurate and meagre.

In grades 4 to 7 a geographical reader would afford a better preparation for advanced work than Frye's Geography.

*Foreign Classes:*

There are many classes in our Evening Schools composed of foreigners who wish to learn to speak, read, and write English. For these classes an elementary book should be selected and the work conducted on the conversational plan—the words which the pupils are to read first being learned and used in conversation. The same lesson can serve as material for talking, spelling, writing, and reading, and even for easy lessons in composition. The teacher of such a class should be specially prepared for the work, and be an exceptionally good one. It is not necessary that he should understand the language of the class.

All the work of such a class except the arithmetic could be based upon the one text-book employed.

A competent teacher can take charge of such a class containing from twenty to twenty-five pupils, but should have a room by himself.

*Departmental Teaching:*

In some of our schools the teachers change rooms, giving the same subject in three different rooms. This very much simplifies the preparation of the teacher and may, perhaps, be necessary, as our teachers often have other occupation during the day, and little time for preparation. But in the line of discipline where the pupils are specially weak it is a detriment to the pupils. All subjects are not equally conducive to the real acquaintance of teacher and pupil. Such a subject as history affords

opportunities for pupils and teacher to meet in an interchange of thought such as arithmetic and grammar can never furnish, and gives the teacher an influence for good over his pupils which can be felt throughout the other recitations, but which is lost if he goes to another class, and another teacher comes to this one. If he teaches history to three classes, he never really knows the result of his own work, and the other teachers not knowing the work do not look for any result from it.

If he teaches one class throughout the evening he reaps in one subject the advantages gained in another, and is far better acquainted with his pupils than he could be with three times the number.

Respectfully submitted,

ELLA M. PIERCE, *Supervisor.*

DR. HORACE S. TARBELL, *Superintendent of Schools:*

DEAR SIR: In accordance with your suggestion of recent date I have the following to offer for your consideration in reference to the work of the Evening High School.

It would seem to me advisable to open the school at least one week earlier than the past year, which would make the opening night October 1, 1900. The period before the Christmas vacation is the most satisfactory part of the year, the attendance and enthusiasm being greater at this season. To lengthen this period as much as possible and still not have the opening week come too early in the fall, is, in my opinion, for the best interests of the school.

This would necessitate the enrollment of pupils during the week of September 24. For the past two years three evenings have been devoted to registration; previous to that time pupils were registered during the entire week before the opening night. So large a number registered the past year during the first week of the regular work of the term that I should think it worth while to have the school open for enrollment of pupils during the entire week of September 24. This would give five evenings as formerly, and would probably result in more pupils commencing work with the class the first week. The cost of registration would not be increased by such a change, as the work could be conducted by fewer teachers.

A term of at least twenty-two weeks is desirable, aside from the time given to registration. To try to complete the courses as planned in a shorter time is unsatisfactory. The extension of the term the past year increased the efficiency of the work to a marked degree.

An early decision as to the courses to be offered, and the election of teachers to the vacant positions would be advantageous. To expect the newly elected teachers to start work at once gives them no time to map out their courses and prepare in advance.

A vacation commencing Friday, December 14, and ending December 31, seems to me desirable.

In addition to the courses offered the past year, the following seem to me well adapted for Evening High School work:

1. Sociology. A lecture course of one hour per week. As this course would cost somewhat more than the average, a small tuition fee might be charged.

2. Fine Arts. A lecture course of one hour per week. A tuition fee to be charged as in Course I.

(Courses I. and II. are suggested only upon condition that competent lecturers from Brown University can be secured.)

3. Elocution.

4. Civics or Commercial Law.

The following facts concerning some of the pupils who attended the Evening High School last year have come to my knowledge: One pupil is taking a regular course at Brown; a second is taking a special course in chemistry and hopes later to take a full course. A third pupil entered the University of Pennsylvania, Department of Dentistry, in October. One of the pupils in elocution is now a regular student in the Emerson School of Oratory at Boston.

Concerning a former pupil, who is now taking a college course, and whose English training was received in the Evening High School, a Brown professor said to me that he had never had a pupil with a better preparation in English. He also said that other similar cases had come under his observation.

Respectfully submitted,

FREDERICK A. JONES,

*Principal.*

#### VACATION SCHOOLS.

The present generation is struggling with the question of vacation schools as though it were wholly new; yet in the report of Superintendent Leach for June, 1870, it is stated that, "For two years past, schools have been opened in the summer vacation for such children as wish to attend. These have been a great blessing to the city. Large numbers

are not only saved from the dangers and temptations of the street, but are properly cared for and provided with such instruction as they most need. It is not the aim of these schools to enforce severe study during the hot season, nor to require regular attendance. Much of the instruction given is oral, and no hard tasks are imposed. All the lessons are made as attractive and interesting as possible by apt illustration and familiar conversation. Sewing, drawing, and object teaching occupy a prominent place. Special attention is given to the improvement of the manners and the habits of the pupils, and to the cultivation of the proprieties and courtesies of life. I would recommend that such schools be opened during the summer vacation."

In 1872 the superintendent states that: "The vacation schools the past summer were generally eminently successful. More than one thousand children attended the six schools."

In 1873 the superintendent says of the vacation schools: "These schools are increasing in value and importance every year, and are especially appreciated by those parents who with their children are obliged to remain in the city during the summer months."

In 1875 the Committee on Annual Report says: "The vacation schools provide for children of primary and intermediate grades with a sprinkling of the grammar grade who else would be roaming the streets during the long vacation, exposed to danger and acquiring vicious habits. In 1876, there were 8 schools, 22 teachers, with 1,728 registered pupils. Average attendance, 688."

In the report for 1879 it is stated, "No vacation schools were kept last summer (1878) for the want of appropriation."

This was a period of great business depression and both the Polytechnic Evening School and the vacation schools were abandoned as being the parts of the school system most readily spared.

The superintendent says: "On account of the depression in business many families have left the city."

#### COLORED SCHOOLS.

In 1828 the first separate school for pupils of color was established in the "Old Brick School House" on Meeting Street. One male teacher was employed. The attendance at first was large, but soon became less.

In January, 1836, a special committee was appointed to report as to the causes which have reduced the attendance in the African school to the small numbers there instructed.

This committee reported February, 1836, as follows:

"The committee appointed by the School Committee to examine the cause of the diminution of the African school, report that they have attended to the subject referred to them, as far as they have been able. They find there has been a gradual decrease of that school since the first year of its establishment until the present time. The number of scholars on the list the first year was about one hundred, and the number of attendants from sixty to seventy. The number of attendants the last year has been from fifteen to twenty-five.

Your committee are not willing to believe the cause of this diminution to be the want of attention, industry or education of the Preceptor, but rather from an unhappy prejudice with the colored people against him, and although we think these complaints generally unfounded, yet the effect goes to destroy his usefulness in that School, we therefore recommend its discontinuance and as a substitute, recommend the establishment of two schools to be kept by females. All of which is respectfully submitted for the consideration of the School Committee."

In accordance with this recommendation a school for colored children was established in 1837 on Pond Street, in addition to the school on Meeting Street. This school was closed in 1839 on account of the small attendance; but reopened in 1842, and from that date to 1865 two schools for colored children were maintained.

In 1846 there were in the grammar schools for colored children, 69 pupils, and in the primary 88. In 1863 (I do not find any report for 1865) the colored schools had 60 grammar and 150 primary pupils. In 1900 there are in the different schools 171 colored pupils of grammar grade, and 466 primary.

Separate schools for colored children were abolished in 1865, and since that time colored children have been admitted to all the public schools.

On account, however, of the considerable number of colored people living in the vicinity of Meeting Street, the two schools on that street, the one in the Old Brick School House and the one on the corner of Thayer and Meeting Streets were practically given over to colored children by the withdrawal of the white children. The school in the Old Brick School House was discontinued in 1887, and since that time only one of our schools has had in it a large proportion of colored children. The number of children in this school is slowly but steadily diminishing. It is of interest to note that the attendance of colored children and probably the proportion of colored people in this city has diminished during the last 60 years.

In 1840 the colored children were about four (4) per cent. of the en-

tire enrollment; in 1865 about three per cent., and in 1900 about two and one-half per cent.

#### CATHOLIC SCHOOLS.

At the meeting of the School Committee in May, 1851, it is noted that "A considerable diminution of the numbers attending several of these schools has recently taken place by the removal of the children of Roman Catholic parents; schools having been provided for them under the immediate supervision of the clergy of their order and several of the Sisters of Mercy recently established in this city."

In the report of 1855 it is stated that, "This apparent decrease in the number of children attending our public schools, notwithstanding the large increase in population may be accounted for by the fact that several hundred children have been withdrawn to attend upon the Roman Catholic Schools."

From the report of 1866 we learn that the "several hundred" above referred to were "over 600," and that in 1865 this number had increased to 1,273.

These are all the references to Parochial Schools that are found in the early school reports.

There are no public records of the attendance in Private or Parochial Schools in this city or state prior to 1877.

The accompanying table shows the school census, the enrollment in Public Schools, the enrollment in Catholic Schools and the percentages the Catholic Schools were of the Public Schools at the several dates.

Year.	School Census.	School Attendance.	Parochial Schools.	Percentage Catholic Schools were of Public Schools.
1880.....	19,108	11,429	2,759	24.1
1885.....	22,515	14,136	3,250	23.0
1890.....	23,114	14,843	3,227	21.7
1895.....	25,683	18,304	3,450	18.8
1900.....	32,707	24,119	4,187	17.3

In the last twenty years the school census has increased 71 per cent., the Public School attendance, 111, per cent., and the Catholic School attendance, 52 per cent.



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SPECIAL SUBJECTS.

*Music.* Music was introduced as a subject of study in 1845 and has met with continued approval until the present time. We have always had a relatively large number of special teachers in this branch and excellent advancement has been made by the pupils.

*Sewing.* The first sewing school in Providence was maintained by some benevolent ladies in 1865. In 1866 Superintendent Leach called attention to this subject and asked that provision for this work be made from the school funds. An appropriation of \$500 was made for this purpose, and a special sewing school was maintained near the old Reform School.

In 1868 a special teacher was employed to give lessons in sewing to the girls of the Intermediate Schools. This work has since been extended and still continues.

*Drawing.* Providence participated in the general revival of interest in drawing that spread through New England in 1870, and later. In 1872 Prof. Walter Smith was employed to give the teachers lessons in drawing. In the fall of that year the subject of drawing in schools was referred to a special committee, who made favorable report, and the committee by resolution directed that a limited time should be devoted each week to this branch of instruction.

From that time to the present ninety minutes per week have been given by the pupils below the High School to this subject.

In June, 1887, Miss Abbie M. White was elected Supervisor of Drawing, and since that date we have had systematic instruction in that branch. For years this instruction was maintained against strenuous opposition, but it is now firmly established and well approved.

*Physical Training.* During the school year 1860 and 1861 provision was made for the first time for physical exercise in the High School. A building was erected for the purpose and gymnastic exercises were engaged in by the pupils. This building was occupied by the girls as a gymnasium until it was torn down to make way for a needed enlargement in the form of a wing to the main building.

In 1893 a special supervisor of physical training in the elementary schools was appointed. Two assistants were soon after appointed, but in 1899 the services of the assistants were discontinued. Since 1893 two or more instructors in physical training have been employed in the High Schools. It should not be inferred, however, that no special work in gymnastics or calisthenics has had place in our schools, both elementary and high, except as above stated. Such exercises under the direc-

tion of the regular teachers have been practiced since 1860, and probably from an earlier date.

#### CORPORAL PUNISHMENT.

The original rule on the subject of corporal punishment, ordained before the opening of the schools, read as follows: "That it be recommended to the School Masters that, as far as practicable, they exclude corporal punishment from the schools; and in particular that they never inflict it upon Females."

This rule continued in force with slight modification until in February, 1845, it was

"VOTED, That the assistants in the High School shall not inflict corporal punishment without the advice of the principal or superintendent."

The rule was further modified in September, 1885, by requirements that corporal punishment should not be inflicted in school hours nor in the presence of other pupils, and that a record of each case should be sent to the superintendent's office.

In 1890 corporal punishment was abolished entirely except that it was permitted in primary grades, provided the written consent of the parent or guardian had been previously obtained.

#### KINDERGARTEN.

In March, 1887, the first public school kindergarten was established in the Smith Street schoolhouse.

These schools proved popular and gradually increased in number until there are now twenty-five such schools, employing forty-four teachers, besides nine unpaid assistants.

In September, 1899, a new development of the kindergarten work was made by the establishment of afternoon classes of pupils who had completed the kindergarten work and were ready to make the transition to primary work. We call these classes "transition classes" and they do in the main the work of the first half year in the primary grade. They are taught by the kindergarten teachers, who employ kindergarten methods so far as they are found applicable to the subject matter of the course, which is mainly, reading, with some arithmetic, penmanship and nature study.

This arrangement is peculiar to this city. It reduces decidedly the expense of the kindergartens, for the afternoon salaries of the kindergartners are properly chargeable to the primary schools' expense account, as thereby the cost of the primary schools is diminished by the amount

which would be paid to primary teachers for instructing the so-called transition pupils. It likewise enables us to utilize the kindergarten rooms for the entire day, a matter of importance when school accommodations are near the limit of actual requirement.

These transition pupils learn less in an afternoon than others who attend the entire day; but the brighter portion of the class do well the full requirement of the course. We are not, however,, able to promote to 1 A work so large a portion of a "transition" class as of a regular 1 B class.

There are compensating gains in the more gradual adjustment which is made to primary school conditions and the continuance for a longer period of the influence of the kindergarten.

#### SCHOOLS FOR INDIVIDUAL WORK.

These were first called Schools for Special Discipline and Instruction and were established in the spring of 1894.

They were designed to take the *misfit* pupils out of the regular schools. Those pupils who were unhappy in regular schools or made their teachers unhappy by reason of their interference with the regular work were to be cared for in special schools. The disciplinary notion was uppermost in their establishment; but it was at length found that they served so good a purpose in the instruction of those who could attend but a part of the year, or were too old for the grades into which they could be put, or were deficient in their knowledge of the English language, that a considerable and increasing proportion of their pupils were in attendance for other than disciplinary reasons.

It was therefore thought best to change their name to prevent the supposition that they were schools for bad boys, and thus avoid for their pupils the stigma of attendance when misconduct was implied.

Three such schools were opened in April, 1894.

There are now seven of them in which eighteen teachers are employed.

#### SCHOOLS FOR BACKWARD CHILDREN.

These schools are really an offshoot from the Schools for Individual Instruction. It was found that many children who had been called troublesome and bad were really mentally deficient and needed care and methods of teaching fitted to their cases.

Teachers who have studied children, who understand the principles and methods of the kindergarten and who have the time, the patience and the analytic power that enable them to adjust themselves to the

special needs of such pupils can do much more for them than can the teachers in our regular schools.

The first School for Backward Children in this city was established on Burnside Street, Nov. 30, 1896.

The second at Academy Avenue Ward Room one year later, and the third on Orms Street, Dec. 6, 1898.

In 1899 Boston and Philadelphia established similar schools. These are all the schools for such pupils in the United States connected with public school systems.

### THIRD ERA OF SCHOOLHOUSE CONSTRUCTION.

There have been in the last one hundred years three main eras of schoolhouse construction (1) the year 1800 (2) the years 1838-1842, and (3) the years 1888 and 1898.

The first and second eras have already been mentioned.

From the report in December, 1884, is taken the following:

"There are forty-five teachers in the Primary and Intermediate Schools not in charge of any room. Of these, fourteen are assistants in large rooms designed for two teachers [of these rooms there are now remaining but the two at the Branch Avenue Primary School] fourteen are in rooms designed for one teacher, but having recitation rooms adjoining and seventeen are in rooms of ordinary size without recitation rooms or any convenience for the additional teacher."

From this unfortunate condition of affairs we are now nearly free.

There have been built during the years since 1884 and chiefly since 1888 the Manual Training High School, the Classical High School and the Hope Street High School, giving us four fine buildings in place of one. Of Grammar School buildings Doyle and Candace have been much enlarged, and Peace, Academy, Branch, Messer, Broad, and Manton have been built, doubling the Grammar School accommodations.

Of the Primary Schools now occupied, Arnold, Benefit, Elm, Elmwood, Friendship, Julian, Hammond, Manning, Potter and Ring have been enlarged and improved, while there have been built: Almy, Althea, Atwell, Beacon, Bellevue, Bourn, California, Charles, Courtland, Covell, Eddy, Federal, Greeley, Harriet, Harris, Hendrick, Highland, Ives, Montague, Mt. Pleasant, Niagara, Plain, River, Roger Williams, Ruggles, Slater, Smith, Somerset, State, Veazie and Willard.

This means that ten (10) of our Primary Schools have been enlarged and so reconstructed as to be practically new; that thirty-one (31)

primary buildings have been erected, while, not counting those in the recently annexed district, there are only twenty-one primary buildings now in use in practically the same condition in which they were at the beginning of the period.

In other words, three-fourths of our High School buildings, one-half our Grammar School buildings and two-thirds of our Primary School buildings are newly constructed during the years since 1884.

In the report of the School Committee for June, 1892, it is stated that "At no time within the history of the City of Providence have the City Council recognized to so great an extent the needs of the school system as they have during the past two years, and the appropriations which they have made for new school buildings fully attest their belief in the benefits that accrue to the municipality from a broad and comprehensive support of its educational interests."

#### ANTHONY PRIZES.

Senator Henry B. Anthony, who died in 1884, left by bequest to the City of Providence \$3,000, whose income was to be expended in prizes for excellence in the public schools.

By ordinance of the City Council these prizes are to be awarded in the High Schools for excellence in English Composition and in the Grammar Schools for excellence in Reading.

The first award of these prizes was made in June, 1888.

The winners of these prizes have been :

#### NAMES OF WINNERS OF THE ANTHONY MEDALS.

##### *Providence High School.*

1888.

Girls' Department, Lily Rose.

Classical Department, George W. C. Hill.

English and Scientific Department, Wilfred C. Leland.

1889.

Girls' Department, Edna C. Greene.

Classical Department, Thomas H. Rothwell.

English and Scientific Department, Edward V. Luther.

1890.

Girls' Department, Lucy J. Freeman.

Classical Department, Frederick Cohn.

English and Scientific Department, William A. Boutelle.

## 1891.

Girls' Department, Marion Wiggin.  
Classical Department, George H. Huddy, Jr.  
English and Scientific Department, Fred E. Horton.

## 1892.

Girls' Department, Harriet E. Northrop.  
Classical Department, Arthur C. Stone.  
English and Scientific Department, Edward M. Sullivan.

## 1893.

Girls' Department, Emmeline R. Crowell.  
Classical Department, Wilbur A. Scott.  
English and Scientific Department, Henry M. Bass, Jr.

## 1894.

Girls' Department, Edith M. Johnson.  
Classical Department, Lewis T. Place.  
English and Scientific Department, Dwight K. Bartlett.

## 1895.

Girls' Department, Gertrude E. Millard.  
Boys' Department, George Dudley Church.

## 1896.

Girls' Department, Mabel G. White.  
Classical Department, Dolly L. Whittelsey.  
No boys entered the contest.

## 1897.

English Department, Maude O. Miller, William H. Ballou.  
Classical Department, Margaret P. Jackson, Thacher H. Guild.

## 1898.

English High School, Mary L. McKenna, P. M. O'Reilly.  
Classical High School, Esther D. Griswold, Ernest P. B. Atwood.

## 1899.

English High School, Mary C. Greene, Ernest R. Shippee.  
Classical High School, Celia Arnold Spicer, John F. Murray.  
Hope Street High School, Annie May Murray, Margaret A. O'Connor.

## 1900.

English High School, Gladys Huntington.  
Classical High School, Leander Bowers, Katherine E. Cox.

Hope Street High School, Ralph Hervey Bevan, Oscar L. Heltzen.  
Manual Training High School, Ernest F. Poole, Elizabeth E. Baldwin.

*Academy Avenue Grammar School.*

1888.	
Harry C. Whipple.	William Granville Meader,
1889.	Martha A. Gurland.
Eben Hoadley,	February, 1897 (Ninth Grade).
Ida Fiske.	Gertrude A. Gardiner,
1890.	Margaret E. Haven,
Thomas France,	Robert G. Hunter,
Hattie B. Stone.	Donald M. Hunter.
1891.	June, 1897 (Eighth Grade).
Sylvester B. Coen,	Samuel Sutcliffe,
Margaret Graham.	Mary R. Byrne.
1892.	1898.
John Donley,	Margaret F. Mulvey,
Mabel Carpenter.	John F. Smithers.
1893.	1899.
Alice Baldwin.	William J. Dwyer,
1894.	Joseph A. Sullivan,
Alex. McKay,	Esther E. Clinton.
Margaret L. Costello.	Lulu Forsyth.
1895.	1900.
Harry Baldwin,	Charles A. Maguire,
Hattie E. McLellan.	John Brennan,
1896.	Irma W. Drownue,
George F. Kern,	M. Blanche Robblee.
Noia L. Maguire,	

*Branch Avenue Grammar School.*

	1892.
1888.	Ethel M. Gates,
Ella Wattslong.	John Maguire.
1889.	1893.
Henrietta L. M. K. Haas.	Elizabeth Cooper Dawson.
1890.	John Francis Scott.
John I. Devlin.	1894.
1891.	Elizabeth O'Malley,
Myra Drew.	Timothy J. Murphy.

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1895.	Frederick A. Wynne.
Mary E. M. Hughes,	April, 1898.
Frederick J. Berth.	Annie G. Prior,
1896.	Thomas J. Hickey,
Corena Clegg.	Emma J. Boorum.
Philip J. Rice.	April 14, 1899.
February, 1897 (Ninth Grade)	Pauline Boorum,
Marie L. I. Haas.	William E. Evans.
Walter A. Watts.	1900.
June, 1897 (Eighth Grade).	Henrietta A. Maguire.
Theresa E. Schneider,	

*Bridgham Grammar School.*

1888.	Irene T. Seabury,
Lucy H. Pierce,	Perlia A. Billington,
Elton Taft.	James L. Sherman.
1889.	1896.
Blanche Shaw,	Frank Harrison Whitehouse,
Edgar C. Lakey.	Bertram T. Shuman.
1890.	Lizzie M. Rees,
Eddie Northrop,	Bessie V. Spaulding.
Gertrude Simmons.	February, 1897 (Ninth Grade).
1891.	Harry L. Atkinson.
Waldo Page.	Mary E. H. Sweeney.
Nellie Hooper.	June, 1897 (Eighth Grade).
1892.	Thomas E. Hartigan.
Josie Morse,	Bessie Grammont.
Waldo Bartlett,	Bertha R. Hardy,
Courtland Massie,	Walter Lockhart.
Mabel White.	1898.
1893.	Bennie Manchester.
Harry Paine.	King A. Harvie,
Ida M. Carpenter,	Carrie A. Pearce,
Mabel Miller,	Lena H. Saugy.
William Davy.	1899.
1894.	H. Drew Magee,
Ernest B. P. Atwood,	May A. Slocum.
Marcus A. Goldsmith,	1900.
Madeline Cooney,	Edward A. Bernhard,
Myrtle E. Lake.	Lulu Mabel Jewett.
1895.	
William H. Alverson,	



*Broad Street Grammar School.*

1898.	1900.
George E. Davis.	Eva Ellen Bardsley.
1899.	
Marie P. Guyer.	

*Candace Street Grammar School.*

1888.	Sadie M. Kennedy,
Carrie E. Sampson,	Samuel H. Segall, second room.
1889.	1896.
Helen A. Lindroth,	Caroline C. Needham,
W. Fred Jones.	George C. Giles.
1890.	February, 1897 (Ninth Grade).
Jessie M. Allan,	Margaret C. Gordon,
Raymond I. Blanchard.	John McGough.
1891.	June, 1897 (Eighth Grade).
Agnes A. Foster,	Daniel E. Geary,
Fred G. Phillips.	Viola M. Edwards.
1892.	1898.
Amy B. Hall,	Etta E. McMillen,
Nathan G. Hall.	Louise R. Barrett,
1893.	Frederick R. Greenwell,
Carl Davison,	John Raftery.
William T. Knoop.	1899.
1894.	William A. Needham,
Eustelle M. Devenish,	Catharine M. Faracy.
John Parker.	1900.
1895.	Helena Bruck,
Maud J. Bucklin,	Henry W. McCarthy.
Arthur C. M. Bowen. first room.	

*Doyle Avenue Grammar School.*

	1891.
1888.	Nathaniel L. Niles,
Willie Chambers,	Florence L. Everett.
Mabel A. Caffrey.	1892.
1889.	William Talty,
Bertha Tempest.	Julia Smith.
1890.	1893.
Morris Dimond,	Leon Phetteplace,
Alice Emerson.	Helen Robinson.

1894.	Ray Cohen,
Harry Mowry,	T. Wendell Prestwich.
Emma Wilde.	1898.
1895.	Maud E. Bucklin,
Everett Hartwell,	Anna E. Graham,
Alice C. Wright.	Everett H. Swett,
1896.	Henry M. Kimball.
Berkeley G. Tobey,	1899.
Ethel W. Dobson.	Margaret T. Dorney,
February, 1897 (Ninth Grade).	Mary McCabe,
Marion H. Clarke.	William Bearman,
Alice H. Manchester,	Anna M. Parker.
Charles H. Seddon.	1900.
June, 1897 (Eighth Grade).	George P. Sawyer,
Florence E. Ames,	Sarah F. Smith.
Claude R. Branch,	

*Federal Street Grammar School.*

1888.	1895.
Maude M. Wardell.	Mabel I. Bartlett,
1889.	Ernest C. Baker.
Margaret McLellan,	1896.
Clarence A. Ryan.	Lee L. Flood,
1890.	Metta Potter.
Georgie M. Hoag,	February, 1897 (Ninth Grade).
Austin O'Toole.	Morton M. Cory,
1891.	Hazel Elliott.
Gertrude R. Greene,	June, 1897 (Eighth Grade).
Frank H. Tweed.	Ethel P. Johnson,
1892.	Ralph H. Millspaugh.
May E. Conant,	1898.
John J. Finnerty.	James Mulgrew,
1893.	Mary G. McGovern.
Minnie S. Bartlett,	1899.
Harry E. Wilbur.	Olive L. Williams,
1894.	William Mulgrew.
Lucy A. McGinn,	1900.
Samuel P. Ward.	Mabel V. James,
	Edward F. Richards.

*Manton Avenue Grammar School.*

1883.	June, 1897 (Eighth Grade).
Samuel R. Hulmes.	Mattie L. Ambach.
1884.	George E. Thurber.
Annie S. Luther.	1888. (Sisson Street).
1895.	Margaret V. Casey.
No reading.	Joseph E. Oslin.
1896.	1899.
No reading.	John H. Gormley.
February, 1897 (Ninth Grade).	E. B. Keegan.
Georgianna Smith.	1900.
John Hunter.	Estella Flynn.

*Messer Street Grammar School.*

1894.	George H. Euart.
Harry C. Owen.	1898.
Florence A. Pierce.	Ernest S. Heyworth.
1895.	Edwin J. Hancock.
Charles L. Euart.	Mollie T. Walsh.
Vida G. Ingerson.	Etta V. Durfee.
1896.	1899.
William G. Hoffman, Jr.	E. Gertrude Hudson.
Alice G. Brady.	Maud E. Humes.
February, 1897 (Ninth Grade).	Elizabeth A. Honan.
Harry Lloyd.	Ronald B. Clarke.
Ella M. Patt.	1900.
June, 1897 (Eighth Grade).	Elsie M. Godfrey.
Beatrice I. Bodwell.	Adelaide P. Hurley.
Marguerite M. Heyworth.	

*Oxford Street Grammar School.*

1888.	Guss H. Anderson.
Angeline M. Mulvey.	1892.
1889.	Dolly L. Whittlesey.
Susan E. Waite.	John F. Mahon.
Charles H. Taber.	1893.
1890.	Fred W. Hall.
Maud M. Rees.	Mabel A. Rickard.
James Poland.	1894.
1891.	Lucy Evelyn Weld.
Bernice A. Shaw.	Bradford Harris Whitford.



We the Subscribers, Inhabitants of the 1st School District in the Town of Providence who send Scholars to the publick school therein under the tuition of Mr. Christopher Still, represent that we have for some time sent Scholars to him and are well pleased with the improvement of our Children and the government of his school, yet we learn with regret that an attempt is making without the sanction of said school to dissatisfy those who know little or nothing about it: considering therefore such proceedings as irregular we pray the Honourable Council and Committee to gratify us by the continuance of the present Preceptor at least until a full and fair trial be made under the new order of things

Providence Jan<sup>y</sup> 1820

John Edin	Mr Gonsolve
Benja <sup>l</sup> Tallman	Robert Peate
Isaac Field	Mrs Lydia Snow
Barriabas Green	
John Snow	Samuel Harswell
William Coker	Nancy Rockwell
John Humber Jun	Eliza Perry
Gorton Tallman	Susannah Gonsolve
Benajah C Warner	William Hamd
Joseph Sanders	Elias Frothing
John W. Babcock	Jonathan Atchell
Joseph Eddy	Parson Salisbury
Benjamin Tallman	Jonathan Salisbury
Epheann Harswell	Thomas Taber
George Eddy	Edward Tallman
Wm Randall	Thomas Brownell
	Marko Sames
	Susan Burr
	Samuel Stone Jr

---

1895.	Herbert Freese,
Louise May Mullin,	Sidney R. Bellows.
Loretta Hermann,	1898.
Herbert Arthur Crowell,	Edward J. Dolan,
Cyrus Briggs Swift, Jr.	George Hoagland,
1896.	Cora Ettlinger,
Ruth A. White,	Lillian M. Frank.
Herbert S. Davis,	1899.
Pansy M. Holland,	Florence M. Aslin,
George W. Waterman.	George E. S. Robinson,
February, 1897 (Ninth Grade).	Bessie B. Bowers,
Laura J. Sparks,	Gustav R. Hoffman.
Frederick E. Hawkins.	1900.
June, 1897 (Eighth Grade).	Siri Albertina Uhrban,
Mabelle M. Ward,	Walter W. South.
Agnes B. Clark,	

*Peace Street Grammar School.*

1890.	February, 1897 (Ninth Grade).
Elmer Howard Kinnecutt,	Raymond E. Cranston,
Helen May Byrne.	Samuel G. Whittelsey,
1891.	Grace E. Clarke,
George Dudley Church,	Geraldine K. Cornell.
Amy Phillips Sheldon.	June, 1897 (Eighth Grade).
1892.	A. Crawford Greene,
William Truman Aldrich,	Aylsworth Brown,
Rebecca Walker Sheldon.	Ella A. Cook,
1893.	Teresa C. Gallagher.
Henry Ashworth,	1898.
Adelaide Belle Wood.	Henry C. Drown,
1894.	Nellie V. Perry,
Frederick Ashley Church,	John T. Bannan.
Ardella May Gardner.	1899.
1895.	Esther May Snow,
Claude Cuthbert Ball,	John W. Gallagher,
Rowena Hoxie Steere,	Harvey H. Fletcher,
Frances Ludwig.	Florence Edith Brown.
1896.	1900.
Nellie A. F. Amsden,	DeForest M. Ordway,
Frederic B. Hennessy,	Mildred R. Dillenbach.
Leonie M. Robinson.	

*Point Street Grammar School.*

1888.	1896.
Lucy M. Danielson,	Henry J. Demond,
Josie E. Perkins.	February, 1897 (Ninth Grade)
1889.	William E. White,
William B. Peck,	Mabel B. Thomas.
Grace E. Brady.	June, 1897 (Eighth Grade).
1890.	Anna R. McDevitt,
Oliver C. Horsman,	Mira R. Zaslavsky.
Hope A. Dyer.	Leonard E. Norris,
1891.	James H. Manning.
Howland S. Pitman,	1898.
Julia Jacobs.	Clarence B. Rowell,
1892.	John W. Wilson,
Clifford S. Anderson,	Sigrid E. Olsen,
Gertrude M. Scott.	Pauline B. Hill.
1893.	1899.
William S. Blake,	Frank E. Dyson,
Flora M. Pitts.	Alice L. Wallis,
1894.	Nellie R. Olsen,
Cassius M. C. Freeborn,	J. Conrad Schott,
Clara L. Spencer.	E. Gertrude Davis.
1895.	1900.
James A. Christie,	George N. White,
Bertha Lederer.	Edith E. Dawley.
Paula M. Heller.	

*Roosevelt Street Grammar School.*

1899.	Henry C. Kerr.
Sabrina M. Cobb,	1900.
Frances A. Foster,	Irene L. Laraway.
Percy Rushton,	May H. Snow.

*Thayer Street Grammar School.*

	1890.
1888.	Edith M. Dunham,
Josephine M. Mayno.	Clarence A. Conway.
1889.	1891.
Bertha S. White,	Ellen Slater Read,
James A. Pratt.	Roland C. Powers.

1892.

M. Elizabeth Baker,  
Margaret Mahoney,  
Frank T. Hallett,  
Clarence F. Woodworth,

1893.

Saida N. Hallett,  
Horace Elmer Knowles.

1894.

Grace Louise Bicknell,  
Mary E. Foley,  
Francis William Hiebler,  
Joseph Stanislaus Carroll.

1895.

Alice M. Barrett,  
Joseph H. Rogers.

1896.

Willard A. Lenz,  
Mabel I. Keyes,  
James McKenna,  
Mary I. Delaney.

February, 1897 (Ninth Grade).

Ethel E. Pratt,  
Christopher H. Walsh,  
Vida L. Money,  
Charles H. Douglass.

June, 1897 (Eighth Grade).

Amy McMichael,  
Elmer D. Nickerson.

1898.

Jeannette Carroll,  
George C. Miller,  
Marion Tarbell.

1899.

Harold S. Richardson,  
Ella Miller Sheldon,  
Frank E. Aldrich,  
Ione Murray.

1900.

John Walter Mills,  
Agnes C. Brown.

*Vineyard Street Grammar School.*

1888.

Annie U. Reed,  
Abbie Chase.

1889.

Arthur Allen,  
Florence Hopkins.

1890.

Henry P. Jordan,  
Mary B. W. Lippitt.

1891.

Howard W. Allen,  
Carrie E. Jordan.

1892.

Benjamin P. Moulton,  
Emma C. Williams.

1893.

Joseph Murphy,  
Ethel McKown.

1894.

Ira S. Steele,  
Ethel W. Reed.

1895.

Mary J. Quinn,  
Chester C. Ford.

1896.

Walter J. Batchelder,  
Gertrude A. Carroll.

February, 1897 (Ninth Grade).

May F. Valpey,  
Albert J. Olsen.

June, 1897 (Eighth Grade).

Katharine A. Lahiff,  
N. Clifton Davis.

1898.

Constance L. Lake,  
Victor F. Richter.



1899.

Amy B. Casey,  
Frederic L. Steele.

1900.

Mildren W. Hall,  
H. Boyd Selleck.

#### PLANS ABANDONED.

A list of attempts at forms of instruction or management that have been abandoned on account of failure either in themselves, or in the conditions that rendered them feasible must prove interesting and instructive.

*Monitorial System.* Certain of the schools of Providence were taught for a few years on the monitorial plan as recommended by President Wayland in his famous report of 1828.

It is now needless to add that the experiment was short-lived, falling of its own weight.

*Vacation Schools.* As has been elsewhere noted in this report vacation schools were established in connection with the public schools in the summer of 1868, and maintained for ten years.

They were discontinued for lack of funds.

*Polytechnic Evening School.* An advanced evening school called a Polytechnic Evening School, intended to be of a grade higher and a character more practical than the Evening High School maintained in recent years, was established in 1871.

This prospered for several years, but was cut off in 1878 on account of its cost.

This year, 1878, came during a period of hard times, when money retrenchments had to be made.

*Intermediate Department.* This department as has been already stated was established in 1840 and 1841 by a selection of grades intermediate between the primary and the grammar schools. It was discontinued in 1890.

Subjects of study as well as names of departments have been dropped.

General History and Bookkeeping were once taught in the grammar schools, but were long ago abandoned. Moral instruction was once given by means of a graded series of books on ethics.

*Supervision by Grammar Master.* In October, 1886, the Committee on Qualifications passed the following resolution: "The superintendent is authorized to employ the time of the masters of the grammar schools of the city during school hours in supervising, under the direction of the superintendent, the instruction in the intermediate and primary schools."

This continued until June, 1892. This supervision was of service, both to the supervisors and the supervised. It was never intended to be

permanent, but to show the value of supervision and supplement the deficiencies of the supervision by the superintendent only.

It accomplished its purpose and was abandoned when primary supervisors were elected.

*Cooking.* The first Cooking School, in connection with the Providence schools, was opened in March, 1887, in the Fountain Street schoolhouse.

In June, 1893, this school was moved to Beacon Avenue. The following September another school was established in the Old Brick schoolhouse on Meeting Street.

A few years later a third school was established in the Bridgham School building.

These three schools were discontinued in June, 1899, by recommendation of the Investigating Committee.

*Sewing in Grammar Grades.* In February, 1897, sewing which heretofore had been confined to grades four and five was extended to the seventh grade in the grammar schools, the plan being to still farther extend the work for the girls in the upper grammar grades, while suitable corresponding work was to be provided for the boys of these grades.

This subject was curtailed to its earlier limits in September, 1899, on account of the adverse report of the Investigating Committee.

*Special Instruction for Individuals.* For some years we employed one teacher in each grammar school whose principal desired this arrangement to give instruction to individual pupils needing particular attention.

These pupils were (a) the most capable and ambitious who were seeking to overtake a higher class. By being led rapidly along over the intervening ground many were able to overtake a class in advance of them, and thus save a half year, or a year's time in their grammar course.

(b) A second class of pupils helped by these teachers were those on the edge of failure, and needing a helping hand to enable them to retain their foothold in their grade.

(c) A third class were those who from absence needed a little help in adjusting themselves to the progress of the class.

(d) Still another class were those students of general good standing, who needed at some points of their course some special explanation to make the work clear to them, and help them out of confusion and discouragement.

All these expectations were realized in practice; but the Investigating Committee of 1898 and 1899, seeking ways of economizing decided that these teachers were not indispensable, and their labors ceased with the close of the school year in 1899.

*Sub-High School Grade.* We had for some years the plan of dropping the failures of the entering class in the English High School into a class considered to be still of the first high school year, but going over the ground slowly, reviewing grammar studies somewhat, and so spending two years in covering the work of the first high school class.

This was cut off by the Investigating Committee in 1899.

#### CENTENNIAL CELEBRATION.

In the week beginning Monday, Oct. 22, 1900, the Public Schools of Providence celebrated the 100th anniversary of their establishment, using the following program:

## CENTENNIAL CELEBRATION

OF THE .

ESTABLISHMENT OF FREE PUBLIC SCHOOLS IN PROVIDENCE, RHODE ISLAND.

---

**Monday Evening, October 22.**

THERE WILL BE A PUBLIC MEETING IN

**INFANTRY HALL,**

AT 7.30.

**WALTER H. BARNEY, PRESIDENT OF SCHOOL COMMITTEE, PRESIDING.**

SINGING BY A

**Chorus from the English and Classical High Schools.**

REEVES' ORCHESTRA WILL PLAY FROM 7.30 TO 7.45.

---

### Program:

PRAYER,

REV. S. H. WEBB.

MUSIC—"Song of the Vikings," . . . . . *arr. Fanning*

ADDRESS—"The Development of School Administration in Providence,"

WALTER H. BARNEY, ESQ.

---

MUSIC—"Stars of the Summer Night," . . . . . *Owen*  
 ADDRESS—"A Century of Growth," . . . . .  
                     SUPT. HORACE S. TARBELL.  
 MUSIC—"Away to the Fields," . . . . . *Wilson*  
 ADDRESS—"The Development and Influence of the Providence High  
                     Schools,"  
                     PRINCIPAL DAVID W. HOYT.  
 MUSIC—"Melody in F," . . . . . *Rubinstein*

---

## Tuesday Evening, October 23.

THERE WILL BE A PUBLIC MEETING IN

INFANTRY HALL,

AT 7.30.

WALTER H. BARNEY, PRESIDENT OF SCHOOL COMMITTEE, PRESIDING.

SINGING BY A

Chorus from the Manual Training and Hope St. High Schools.

REEVES' ORCHESTRA WILL PLAY FROM 7.30 TO 7.45.

### Program:

PRAYER, . . . . .  
                     REV. JAMES G. VOSE, D. D.  
 MUSIC—"American Flag," . . . . . *Marshall*  
 ADDRESS—"The Influence of Brown University upon the School Sys-  
                     tem of Providence,"  
                     PROF. BENJAMIN F. CLARKE.  
 ADDRESS—"Forty Years Ago,"  
                     WILLIAM A. MOWBY, Ph. D.  
 MUSIC—"Serenade," . . . . . *Schubert*  
 ADDRESS—"Women in Our Schools,"  
                     REV. ANNA GARLIN SPENCER.  
 MUSIC—"The Old Guard," . . . . . *arr. Rodney*  
 ADDRESS—"The Opportunity of the Teacher in the Twentieth Cen-  
                     tury,"  
                     REV. WM. H. P. FAUNCE, D. D.  
 MUSIC—"Melody in F," . . . . . *Rubinstein*

**Wednesday Evening, October 24.**

THERE WILL BE A

**CONCERT IN INFANTRY HALL,**

BY THE

**American Band, beginning at 7.30 o'clock, and the following Exercises in Calisthenics by the School Children.**

---

**Program:****SCHOOL GYMNASTICS.**

50 pupils of the 4th and 5th grades from the Beacon Avenue and Warren Street Schools.

**WAND EXERCISES.**

60 pupils of the 8th and 9th grades from the Thayer Street Grammar School.

**GESTURE DRILL.**

60 pupils of the 9th grade from the Peace Street Grammar School.

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**Wednesday Afternoon and Evening.**

**THE ENGLISH HIGH SCHOOL**, on the southwest corner of Pond and Summer Streets,

**THE CLASSICAL HIGH SCHOOL** on the southeast corner of Pond and Summer Streets, and

**THE HOPE STREET HIGH SCHOOL** on Hope Street,  
will be open for inspection by parents and other citizens,  
from 3 to 5 and from 8 to 10 P. M.

The teachers and some of the pupils will be present to receive visitors and to explain the apparatus, equipment and work of the schools.

---

**Exhibition of School Work.**

There will be an exhibition of the work of the Primary and Grammar Schools, and of the Manual Training High School,

**IN INFANTRY HALL,**

FROM

**Monday, October 22, to Saturday, October 27.**

This exhibition will be open to the public from 9.30 A. M. to 10 P. M. daily.

On Thursday and Friday mornings, on Thursday afternoon from 2 to 3, and on Thursday evening the hall will be used for the sessions of the Rhode Island Institute of Instruction.

On Friday and Saturday afternoons and evenings, the public school pupils with their parents and friends are specially invited to attend.

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### What to See in the Exhibition.

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*Visitors are advised to inspect the various Departments in the order indicated below.*

#### **A. Kinnergarten and Transition.**

In examining kindergarten and transition work, it should be borne in mind that the former was done under the direction and supervision of the kindergartner, while most of the latter was done by the pupils while the kindergartner was occupied with another class.

In this section will be found a case containing some school books of an early date.

#### **B. Nature Study and Geography.**

The work in nature study and geography from grades one to eight inclusive, is shown by books of exercises on the shelves and by cards on the walls. The exercises on the cards show as briefly as possible the sequence of the work, and were selected from class exercises. In selecting these exercises the best were chosen, except that over representation of one pupil or one school was avoided. The books are mostly whole class exercises saved during the year from the regular written work of the schools, and are uncorrected and uncopied. In addition to the regular work, special topics were assigned to the different grammar schools.

#### **C. Language and Literature.**

The plan of exhibition of work in language and literature is the same as in nature study and geography. Written work in history from grades two to five is exhibited with the language.

#### **D. Physiology.**

#### **E. Arithmetic.**

The exercises in arithmetic are representative of and selected from the regular work, and include exercises in algebra and geometry from grades eight and nine.

#### **F and H. Supplementary Work in Geography and History.**

From grades six to nine inclusive.

#### **G. History.**

In this alcove grades from six to nine are represented.

*Manton Avenue Grammar School.*

1893.	June, 1897 (Eighth Grade).
Samuel R. Hulmes.	Mattie L. Ambach.
1894.	George E. Thurber.
Annie S. Luther.	1898. (Sisson Street).
1895.	Margaret V. Casey,
No reading.	Joseph E. Oslin.
1896.	1899.
No reading.	John H. Gormley,
February, 1897 (Ninth Grade).	E. B. Keegan.
Georgianna Smith.	1900.
John Hunter.	Estella Flynn.

*Messer Street Grammar School.*

1894.	George H. Euart.
Harry C. Owen,	1898.
Florence A. Pirce.	Ernest S. Heyworth.
1895.	Edwin J. Hancock,
Charles L. Euart,	Mollie T. Walsh,
Vida G. Ingerson.	Etta V. Durfee.
1896.	1899.
William G. Hoffman, Jr.,	E. Gertrude Hudson,
Alice G. Brady.	Maud E. Humes,
February, 1897 (Ninth Grade).	Elizabeth A. Honan,
Harry Lloyd.	Ronald B. Clarke.
Ella M. Patt.	1900.
June, 1897 (Eighth Grade).	Elsie M. Godfrey,
Beatrice I. Bodwell,	Adelaide P. Hurley.
Marguerite M. Heyworth.	

*Oxford Street Grammar School.*

1888.	Guss H. Anderson.
Angeline M. Mulvey.	1892.
1889.	Dolly L. Whittlesey,
Susan E. Waite,	John F. Mahon.
Charles H. Taber.	1893.
1890.	Fred W. Hall,
Maud M. Rees.	Mabel A. Rickard.
James Poland.	1894.
1891.	Lucy Evelyn Weld,
Bernice A. Shaw,	Bradford Harris Whitford.





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Providence Jan<sup>y</sup> 1820

John T. Eddy  
Benja<sup>l</sup> Tallman  
Isaac Field  
M<sup>rs</sup> Lydia Snow  
M<sup>rs</sup> Annabas Green

John Snow Samuel Harswell  
William Cushman Nancy Rockwell  
John Shumbe Jun<sup>r</sup> Eliza Perry  
Gorton Tallman Susannah Gonsolve  
Benajah C. Warner William Hamd  
Joseph Sanders Elias Bartlett  
John W. Babcock Jonathan Atchell  
Joseph Eddy Pardon Salisbury  
Benja<sup>l</sup> Tallman Jonathan Chibary  
Ephraim Horswell Thomas Taber  
George Eddy Edward Tallman  
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Marko James  
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---

1895.	Herbert Freese,
Louise May Mullin,	Sidney R. Bellows.
Loretta Hermann,	1898.
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Ruth A. White,	Lillian M. Frank.
Herbert S. Davis,	1899.
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George W. Waterman.	George E. S. Robinson,
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Frederick E. Hawkins.	1900.
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1891.	Grace E. Clarke,
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1896.	1900.
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Clifford S. Anderson,	Sigrid E. Olsen,
Gertrude M. Scott.	Pauline B. Hill.
1893.	1899.
William S. Blake,	Frank E. Dyson,
Flora M. Pitts.	Alice L. Wallis,
1894.	Nellie R. Olsen,
Cassius M. C. Freeborn,	J. Conrad Schott,
Clara L. Spencer.	E. Gertrude Davis.
1895.	1900.
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1899.	Henry C. Kerr.
Sabrina M. Cobb,	1900.
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1888.	Edith M. Dunham,
Josephine M. Mayno.	Clarence A. Conway.
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Elmer D. Nickerson.

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Jeannette Carroll,  
George C. Miller,  
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1899.

Harold S. Richardson,  
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Frank E. Aldrich,  
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John Walter Mills,  
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1888.

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Benjamin P. Moulton,  
Emma C. Williams.

1893.

Joseph Murphy,  
Ethel McKown.

1894.

Ira S. Steele,  
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Subjects of study as well as names of departments have been dropped.

General History and Bookkeeping were once taught in the grammar schools, but were long ago abandoned. Moral instruction was once given by means of a graded series of books on ethics.

*Supervision by Grammar Master.* In October, 1886, the Committee on Qualifications passed the following resolution: "The superintendent is authorized to employ the time of the masters of the grammar schools of the city during school hours in supervising, under the direction of the superintendent, the instruction in the intermediate and primary schools."

This continued until June, 1892. This supervision was of service, both to the supervisors and the supervised. It was never intended to be

permanent, but to show the value of supervision and supplement the deficiencies of the supervision by the superintendent only.

It accomplished its purpose and was abandoned when primary supervisors were elected.

*Cooking.* The first Cooking School, in connection with the Providence schools, was opened in March, 1887, in the Fountain Street schoolhouse.

In June, 1893, this school was moved to Beacon Avenue. The following September another school was established in the Old Brick schoolhouse on Meeting Street.

A few years later a third school was established in the Bridgham School building.

These three schools were discontinued in June, 1899, by recommendation of the Investigating Committee.

*Sewing in Grammar Grades.* In February, 1897, sewing which heretofore had been confined to grades four and five was extended to the seventh grade in the grammar schools, the plan being to still farther extend the work for the girls in the upper grammar grades, while suitable corresponding work was to be provided for the boys of these grades.

This subject was curtailed to its earlier limits in September, 1899, on account of the adverse report of the Investigating Committee.

*Special Instruction for Individuals.* For some years we employed one teacher in each grammar school whose principal desired this arrangement to give instruction to individual pupils needing particular attention.

These pupils were (a) the most capable and ambitious who were seeking to overtake a higher class. By being led rapidly along over the intervening ground many were able to overtake a class in advance of them, and thus save a half year, or a year's time in their grammar course.

(b) A second class of pupils helped by these teachers were those on the edge of failure, and needing a helping hand to enable them to retain their foothold in their grade.

(c) A third class were those who from absence needed a little help in adjusting themselves to the progress of the class.

(d) Still another class were those students of general good standing, who needed at some points of their course some special explanation to make the work clear to them, and help them out of confusion and discouragement.

All these expectations were realized in practice; but the Investigating Committee of 1898 and 1899, seeking ways of economizing decided that these teachers were not indispensable, and their labors ceased with the close of the school year in 1899.

*Sub-High School Grade.* We had for some years the plan of dropping the failures of the entering class in the English High School into a class considered to be still of the first high school year, but going over the ground slowly, reviewing grammar studies somewhat, and so spending two years in covering the work of the first high school class.

This was cut off by the Investigating Committee in 1899.

#### CENTENNIAL CELEBRATION.

In the week beginning Monday, Oct. 22, 1900, the Public Schools of Providence celebrated the 100th anniversary of their establishment, using the following program:

## CENTENNIAL CELEBRATION

OF THE .

ESTABLISHMENT OF FREE PUBLIC SCHOOLS IN PROVIDENCE, RHODE ISLAND.

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**Monday Evening, October 22.**

THERE WILL BE A PUBLIC MEETING IN

**INFANTRY HALL,**

AT 7.30.

**WALTER H. BARNEY, PRESIDENT OF SCHOOL COMMITTEE, PRESIDING.**

SINGING BY A

**Chorus from the English and Classical High Schools.**

REEVES' ORCHESTRA WILL PLAY FROM 7.30 TO 7.45.

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#### Program:

PRAYER,

REV. S. H. WEBB.

MUSIC—"Song of the Vikings," . . . . . *arr. Fanning*

ADDRESS—"The Development of School Administration in Providence,"

WALTER H. BARNEY, Esq.

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MUSIC—"Stars of the Summer Night," . . . . . *Owen*  
 ADDRESS—"A Century of Growth," . . . . .  
                     SUPT. HORACE S. TARBELL.  
 MUSIC—"Away to the Fields," . . . . . *Wilson*  
 ADDRESS—"The Development and Influence of the Providence High  
                     Schools,"  
                     PRINCIPAL DAVID W. HOYT.  
 MUSIC—"Melody in F," . . . . . *Rubinstein*

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**Tuesday Evening, October 23.**

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THERE WILL BE A PUBLIC MEETING IN

INFANTRY HALL,

AT 7.30.

WALTER H. BARNEY, PRESIDENT OF SCHOOL COMMITTEE, PRESIDING.

SINGING BY A

Chorus from the Manual Training and Hope St. High Schools.

REEVES' ORCHESTRA WILL PLAY FROM 7.30 TO 7.45.

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**Program:**

PRAYER, . . . . .  
                     REV. JAMES G. VOSE, D. D.  
 MUSIC—"American Flag," . . . . . *Marshall*  
 ADDRESS—"The Influence of Brown University upon the School Sys-  
                     tem of Providence,"  
                     PROF. BENJAMIN F. CLARKE.  
 ADDRESS—"Forty Years Ago,"  
                     WILLIAM A. MOWRY, Ph. D.  
 MUSIC—"Serenade," . . . . . *Schubert*  
 ADDRESS—"Women in Our Schools,"  
                     REV. ANNA GARLIN SPENCER.  
 MUSIC—"The Old Guard," . . . . . *arr. Rodney*  
 ADDRESS—"The Opportunity of the Teacher in the Twentieth Cen-  
                     tury,"  
                     REV. WM. H. P. FAUNCE, D. D.  
 MUSIC—"Melody in F," . . . . . *Rubinstein*



**Wednesday Evening, October 24.**

THERE WILL BE A

**CONCERT IN INFANTRY HALL,**

BY THE

**American Band, beginning at 7.30 o'clock, and the following Exercises in Calisthenics by the School Children.**

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**Program:****SCHOOL GYMNASTICS,**

50 pupils of the 4th and 5th grades from the Beacon Avenue and Warren Street Schools.

**WAND EXERCISES,**

60 pupils of the 8th and 9th grades from the Thayer Street Grammar School.

**GESTURE DRILL,**

60 pupils of the 9th grade from the Peace Street Grammar School.

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**Wednesday Afternoon and Evening.**

**THE ENGLISH HIGH SCHOOL**, on the southwest corner of Pond and Summer Streets,

**THE CLASSICAL HIGH SCHOOL** on the southeast corner of Pond and Summer Streets, and

**THE HOPE STREET HIGH SCHOOL** on Hope Street,  
will be open for inspection by parents and other citizens,  
from 3 to 5 and from 8 to 10 P. M.

The teachers and some of the pupils will be present to receive visitors and to explain the apparatus, equipment and work of the schools.

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**Exhibition of School Work.**

There will be an exhibition of the work of the Primary and Grammar Schools, and of the Manual Training High School,

**IN INFANTRY HALL,**

FROM

**Monday, October 22, to Saturday, October 27.**

This exhibition will be open to the public from 9.30 A. M. to 10 P. M. daily.

On Thursday and Friday mornings, on Thursday afternoon from 2 to 3, and on Thursday evening the hall will be used for the sessions of the Rhode Island Institute of Instruction.

On Friday and Saturday afternoons and evenings, the public school pupils with their parents and friends are specially invited to attend.

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### What to See in the Exhibition.

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*Visitors are advised to inspect the various Departments in the order indicated below.*

#### **A. Kinnergarten and Transition.**

In examining kindergarten and transition work, it should be borne in mind that the former was done under the direction and supervision of the kindergartner, while most of the latter was done by the pupils while the kindergartner was occupied with another class.

In this section will be found a case containing some school books of an early date.

#### **B. Nature Study and Geography.**

The work in nature study and geography from grades one to eight inclusive, is shown by books of exercises on the shelves and by cards on the walls. The exercises on the cards show as briefly as possible the sequence of the work, and were selected from class exercises. In selecting these exercises the best were chosen, except that over representation of one pupil or one school was avoided. The books are mostly whole class exercises saved during the year from the regular written work of the schools, and are uncorrected and uncopied. In addition to the regular work, special topics were assigned to the different grammar schools.

#### **C. Language and Literature.**

The plan of exhibition of work in language and literature is the same as in nature study and geography. Written work in history from grades two to five is exhibited with the language.

#### **D. Physiology.**

#### **E. Arithmetic.**

The exercises in arithmetic are representative of and selected from the regular work, and include exercises in algebra and geometry from grades eight and nine.

#### **F and H. Supplementary Work in Geography and History.**

From grades six to nine inclusive.

#### **G. History.**

In this alcove grades from six to nine are represented.

**I. Drawing.**

The relation of drawing to nature study, the use of nature in decorative design, and the connection of constructive design with the home interests of the pupils, are the chief thoughts presented by this exhibition of Primary and Grammar School work.

The work of the English, Classical, and Hope Street High School pupils may be seen at their respective school buildings.

**J. Vacation School.**

Drawing, Cardboard Construction, Clay Modeling, Basketry, Sloyd, Toy Making, Sewing, Nature Study, Physical Culture and Kindergarten were the different lines of work carried on in last summer's school, and illustrated by the examples shown here.

**The Manual Training High School Exhibit**

Will be found in the small hall in the rear of the gallery on the second floor.

No attempt has been made to show the work of the Academic Department, which embraces ordinary High School courses, and leads to college or technical school.

Visitors are advised to enter the door nearest South Main Street, and follow the numbers to gain the best understanding of the work.

WALTER H. BARNEY,  
LESTER S. HILL,  
HUNTER C. WHITE,  
CHARLES A. CATLIN,  
STEPHEN O. EDWARDS,  
*Committee.*

HORACE S. TARBELL,  
*Superintendent of Schools.*

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The addresses of President Barney and Principal Hoyt are to be found in subsequent pages of this volume. The address of Superintendent Tarbell is embodied in preceding pages of this report.

**ARBOR DAY.**

The first Arbor Day was observed at Roger Williams Park, April 30, 1886.

The suggestion of Arbor Day and the main impetus to its celebration came from Joseph H. Fanning, Esq., at that time chairman of the Council Committee on Parks.

Trees have been dedicated to the following named persons:

## ARBOR DAY DEDICATIONS.

ENGLISH AND CLASSICAL HIGH SCHOOL.		GRAMMAR SCHOOLS.	
April 30, 1886.	Twelve Class Trees.	Twelve Class Trees.	
May 20, 1887.	Thomas A. Doyle.	Thomas A. Doyle.	
May 3, 1889.	Girls. { Wordsworth. Clas. { Two deceased members of class { Fritz Start Morgan. Boys. { Ericsson. Prof. Maria Mitchell.	Rev. Daniel Leach. (White Oak.)	
May 2, 1890.	Girls. Two deceased members of class { James E. Bundy. Clas. Prof. Henry S. Frieze John A. Bosworth.	Hon. Henry Barnard, LL. D.	
May 8, 1891.	Girls. Wm. C. Bryant. Eng. & Sci. Leo Lesquereux. Clas. George Bancroft.	Nathan Bishop, First. Supt. School.	
May 6, 1892.	Girls. James Russell Lowell. Boys. Gen. Amrose E. Burnside. Clas. Gen. Nathaniel Greene.	Prof. Samuel S. Greene.	
May 12, 1893.	Girls. Lucy Larcom. Boys. Charles D. Burt, member of class. Clas. George William Curtis.	In memory of Four Hundredth Columbian Anniversary.	
May 4, 1894.	{ Girls. Tennyson. John Tyndall. Boys. George W. Childs. Clas. George H. Corliss. Manual.	In Celebration of the Selection of a State Tree by vote of the School Children of the State.	
May 3, 1895.	{ Com'l. John G. Whittier. Girls. Miss Elizabeth C. Shepley, former teacher. Eng. & Sci. Oliver Wendell Holmes. Clas. Phillips Brooks. Manual. Benjamin Franklin.	Benjamin W. Hood, 1870-1893.	

## ARBOR DAY DEDICATIONS — Continued.

ENGLISH AND CLASSICAL HIGH SCHOOL.		GRAMMAR SCHOOLS.	
May 1896.	{ Girls. Rev. Samuel Francis Smith, D. D. ....	Roger Williams.	
	{ Eng. & Sci. (To Prescott Post — High School Aids.) .....		
	{ Com'l. Henry W. Longfellow .....		
	{ Clas. To the Fallen High School Heroes, 1861-61. ....		
	Manual. Louis Pasteur. ....		
May 14, 1897.	{ English. Harriet Beecher Stowe. ....	James Nelson Ham. (Tulip Tree.)	
	{ Com'l. Commodore Oliver Hazard Perry. ....		
	{ Clas. Gen. U. S. Grant. ....		
	Manual. Francis A. Walker. ....		
May 13, 1898.	{ English. The Martyred Heroes of the "Maine." .....	Hon. Nicholas Van Slyck, thirteen years President of School Committees. (White Oak.)	
	{ Com'l. Miss Frances E. Willard. ....		
	{ Clas. No exercises. ....		
	Manual. " .....		
May 12, 1899.	{ English Dep't. Rebecca E. Chase, a former teacher. ....	Grammar. To Messer Street Grammar School, and " Broad " " " and " Roosevelt " " " (Maple.)	
	{ Com'l Course. William. H. Ballou, former pupil and class later instructor. ....		
	{ Classical. Rev. Walter Gardner Webster. ....		
	{ Manual. First Rhode Island Volunteers. ....		
	{ Hope. To Hope Street High School. ....		
	{ English. John Ruskin. ....		
May 11, 1900.	{ Classical. William Shakespeare. ....	Centennial Tree. (In Commemoration of the One Hundredth Anniversary of the establishment of the Public Schools in Providence.)	
	{ Manual. Lieut.-Col. Frank A. Cook. ....		
	{ Hope. D. W. Reeves. ....		

## REPORT OF PRINCIPAL HOYT.

ENGLISH HIGH SCHOOL, Aug. 31, 1900.

SUPT. H. S. TARBELL :

DEAR SIR:—In accordance with your request that I “prepare such statements in reference to the High School as will show its history, its separation into departments, and the present condition of the departments” over which I preside, I beg leave to present the following report:\*

The Providence High School building on Benefit Street, afterwards used for the Normal School, was dedicated March 20, 1843; and the school commenced its work at once. It is worthy of note that one of the pupils of the first year, Mr. Alfred Metcalf, has been for many years the senior member of the Providence School Committee; and another, Miss Sarah E. Doyle, was for 37 years a teacher in the High School. Several others are still residents of this city.

As might be expected, a large number who had been waiting for the school to open entered during the first year; but for the next ten years after 1843 the entering class averaged 118 pupils, one less than in 1844. For the second decade the average entering class was 134, and for the third decade 156, rising to 212 in the last year, 1873. For the last four years in the old building, 1874-7, the average entering class was 198.†

The Girls’ Department, for the first thirty-five years, received about 56 per cent. of the whole number of pupils entering, and probably a still larger proportion of the whole number registered.

In 1855 the Boys’ Department was divided into two, the English and Scientific Department, and the Classical Department.

In the fall of 1878 the school entered what was then the new building, on Pond, Summer, and Spring Streets. The total enrollment had increased to 307 Girls’ Department, 125 English and Scientific Department, and 96 Classical Department; total 528.

In 1892 the Manual Training High School was opened. Just before the separation, in the year 1891-2, the total enrollment was Girls’ Department 520, English and Scientific 209, Classical 183; total 912.

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\* Portions of this report, as originally prepared, were subsequently included in the paper on “The Development and Influence of the Providence High Schools,” read at the Centennial Celebration in October. Most of these portions are therefore not printed here.

† This, of course, refers to the number entering the school for the first time in a given year, and must not be confounded with the whole number registered for that year. These numbers were identical only at the beginning of the school. For the first decade, the average number registered was about 225; for the second decade, about 285; for the third decade, about 330; and for the last four years, about 450.

In 1893 the entering classes of the Girls' and English and Scientific Departments were combined in one English Department. The last class of the English and Scientific Department graduated in 1895, and the last of the Girls' Department in 1896. The first class of the English Department proper graduated in 1897. At that time the total enrollment was 1280: English Department 858, boys 191 and girls 667; Classical Department 422, boys 267 and girls 155. The number of graduates was then 137; English Department 82, boys 12 and girls 70; Classical Department 55, boys 37 and girls 18.

In the fall of 1897 the two departments were made distinct schools, an English school numbering 945, and a Classical School numbering 441 pupils, for the year 1897-8.

In 1893 a Commercial Course was organized in connection with the English Department. The course of study was at first two years in length; but in 1895 it was increased to three years. The classes which graduated in the Commercial Course from 1895 to 1897 inclusive completed in two years, those in 1898 and 1899 in three years. The Commercial course has now been extended to four years, and is simply a portion of the regular course of the English School. For the first two years the studies of all pupils in the regular course are identical, except that some elect Latin and others French. An option of a four years' course without a foreign language has been offered since 1897, but not enough pupils have elected it to form even a single division. At the end of two years most of the pupils fall into one of four classes: those looking forward to the Normal School, to college, to home life, or to business pursuits, the first and third classes consisting wholly of girls. The pupils of the Commercial Course then elect bookkeeping, typewriting, phonography, and kindred subjects.

The opinion of the best educators and business men seems to require that an expert stenographer and typewriter should have the training of a full four years' High School course. In my opinion, the change last made is fully justified. Still, there is so great a demand for a short course that, at the same time, in 1897, a two years' Business Course was instituted, in which no foreign language is taught, and bookkeeping, typewriting, and phonography are pursued, with so much of other training as circumstances will allow. The tendency which we have to combat is the disposition to give exclusive attention to the three subjects named. No diplomas are given to pupils completing this two years' course, and they are not considered graduates of the school. During the two years this short course has been in force, 27 per cent. of the entering class

have elected it; but many of them leave school early, and it has included only about 18 per cent. of the entire school.

The opening of the Hope Street High School in 1898, the business prosperity, and the more rigid examinations of the past year, have still further reduced the number of pupils in this school, so that, for the first time since 1893, all our pupils have, during the past year, been accommodated in our own building. The total enrollment for the year ending in June last was 657: regular course, including commercial pupils, 538, 112 boys and 426 girls; short business course 119, 29 boys and 90 girls.

The plans for reducing expenses having been carried out, the number of teachers employed in this school for the past year has been considerably diminished. If the next entering class is no larger than the last one, we shall require no additional teachers for the coming year.\*

The various changes in the organization of the school, and the demands of the community, have made great changes in the studies taught in the school during the last fifty years, and especially during the last twenty-five years. Perhaps the most marked change is the amount of time given to foreign languages, and especially to modern languages. In 1864, and probably earlier, Latin and French were elective in the Girls' Department, and French in the English and Scientific Department. After 1882 Latin was also elective in the English and Scientific Department. French was introduced into the Classical Department in 1875, in addition to the Latin and Greek formerly taught, and the amount of time given to the ancient languages was greatly increased. German was introduced into the whole school as an elective in 1894. "Intellectual Philosophy" was formerly a required study in both the Girls' and English and Scientific Departments. In 1876 "Political Economy" was substituted for "Intellectual Philosophy," in the English and Scientific Department. Bookkeeping was taught in the English and Scientific Department, and, to some extent, at times, in the Girls' Department, in the old building. The "Constitution of the United States" was taught in the English and Scientific Department at the close of the Civil War, and perhaps earlier. Under the present system of electives, civics and economics have practically disappeared from the regular course, except as occasional exercises, or as treated incidentally in connection with other subjects. Another tendency which must be counteracted by placing limits on the elective system, is the disposition to neglect science and history. Geology and astronomy were for many years studied by all the

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\* The class which entered in September, 1900, was so large that a greater number of teachers was required.



graduates of both English departments; but now very few pupils elect them, and it may be found necessary to omit them, as independent subjects.

A portion of these changes can be accounted for by the fact that pupils are now admitted to college from the English High School. The following is the estimated amount of time to be given to each subject during the coming year under the present elective system, based upon the number of recitation periods:

Foreign Languages .....	30 per cent.
English .....	24 per cent.
Mathematics .....	14 per cent.
Science .....	13 per cent.
Commercial Studies .....	10 per cent.
History .....	6 per cent.
Other Subjects .....	3 per cent.
<hr/>	
100 per cent.	

"Foreign Languages" includes French 15 per cent., Latin 10 per cent., and German 5 per cent.

"English" includes Rhetoric, English Literature, Compositions, etc.

"Science" includes Botany, Physics, Chemistry, Astronomy, and Geology.

"Other Subjects" includes Reviews of Grammar School Subjects, Civics, Psychology, and Ethics.

Respectfully submitted,

DAVID W. HOYT,  
*Principal.*

## REPORT OF THE PRINCIPAL OF THE CLASSICAL HIGH SCHOOL.

## TO THE SUPERINTENDENT OF PUBLIC SCHOOLS :

In this year, the one hundredth anniversary of the founding of free schools in Providence, when reports of a historical character are expected, it is proper that the rise and development of classical instruction should be traced.

Three years before the first High School building was completed and when there was no such school, the School Committee in order to hasten its coming published in 1840 "The Regulations of the High School." Among the studies named to be taught in that school is found one under this title, "The Preparatory branches of a Classical Education."

When the High School opened March 20, 1843, there were two rooms in which it was anticipated that classical studies might be pursued in addition to the English branches. These were the northeast room on the upper floor in the old High School building on Benefit Street for the middle class of boys with Mr. Henry Day as teacher, and the room directly under it on the second floor for the junior class of boys with Mr. Albert Harkness as teacher. Each room had twenty double desks accommodating forty pupils, though the number was usually between thirty and forty. In September, 1843, Mr. Day moved with his class into the front room on the upper floor at the northwest corner of the schoolhouse, the room for the senior class of boys, which afterwards was the home of the Classical Department while it was in the building. Mr. Albert Harkness became the teacher of the middle class of boys in the northeast room, and Mr. Andrew Crosswell of the junior class in the room below.

Under Mr. Day and Mr. Harkness the principal part of the classical work was done. Although they had many studies to teach and the time given to the recitations of the few who took the college studies was brief, they did thorough work.

Mr. Henry Day, afterwards a distinguished teacher, professor, and preacher, who recently died in Indianapolis, Ind., entered upon his work when he was a senior in college. He was tall and commanding in appearance, earnest and vigorous in his work, a born schoolmaster.

Mr. Albert Harkness, afterwards for forty years professor of Greek in Brown University, author of many important books for secondary schools and especially of the most widely circulated Latin Grammar of our country, and now in his advanced years honored among us as professor emeritus in Brown University, graduated with honor as a young student from Brown University the year before, and leaving the

position of tutor in a private family in Providence entered upon his work. He at once showed that painstaking care and accuracy of scholarship which have brought the great success to his life work.

Under the direction of these teachers the students studied in Latin, Arnold's First Latin Book, Andrews and Stoddard's Latin Grammar, Cæsar, Cicero and Vergil; in Greek, Sophocles's Greek Grammar and Colton's Greek Reader. This Greek reader contained selections from Aesop's fables, Plutarch's apophthegms, Aelian's history, Palæphatus's stories, Lucian's history and dialogues, Xenophon's Life of Cyrus, Menander's miscellanies, and Anacreon's odes. The work has one hundred and seventy-two large pages of Greek. It is interesting to note, in view of the fact that the Life of Cyrus takes up such a large part of this book, that during the present year, 1900, a very attractive edition of the Cyropaedia has appeared, to be used instead of or in connection with the Anabasis in our schools. Thus the fashions return.

That there were keen minds in the school who profited from the excellent classical instruction is evident from the fact that James Tillinghast, to-day most prominent at the bar of Rhode Island, who entered Brown University in 1845, received the first University prize in Greek and the second in Latin composition for work in his freshman year, and that Edward P. Gray in 1846 received the second president's premium for excellence in Greek.

Mr. Day after three years of service withdrew in 1846 and Mr. Harkness took his place in the senior room. Here he remained seven years, leaving in 1853. During this period many pupils attained excellent scholarship. Among those who were honored at Brown University for their good preparation were Richard Metcalf, a brother of Mr. Alfred Metcalf, to-day the honored senior member of the Providence School Committee, and with his brother a member of the first class to enter the High School, Howard M. Jones, Samuel D. Cozzens, and Edward H. Cutler, afterwards for many years principal of the Classical Department. Prof. Harkness in this interval began to publish books, and in 1851 his Harkness's Arnold's First Latin Book appeared and was used in the school.

As students were sent principally to Brown University, it is interesting to note in 1850 a more careful wording of the requirements of the college. In addition to the Greek Reader an equivalent portion of some classical Greek author was allowed, and Vergil was limited to the Aeneid and Cicero to six orations. It may be that this more careful statement really increased the requirements.

In a survey of the progress of classical instruction in the High School,

the following item should not be overlooked, that it was voted by the School Committee, November 21, 1851, "That such female pupils, whose parents may desire it, may be instructed in Latin, and also, that the sub-committee on the High School provide for instruction in Latin in said school of all such pupils." From this time Latin continued as an elective through the history of the Girls' Department.

Soon after the withdrawal of Professor Harkness, Mr. Edward H. Magill took charge of the senior class and so became the principal teacher of the classics. He had already been a teacher in the school since 1852. There were many teachers in the lower rooms during the first ten years of the school, and some as Isaac F. Cady, James E. Leach, and George Capron might claim our attention for their work as classical teachers, but it seems best to speak principally of those who by their long term of service molded the classical instruction.

Mr. Magill, afterwards a teacher in the Boston Latin School, professor of French and President of Swarthmore College, was a thorough teacher and a very scholarly man. The boys under him felt that there was serious work to do and recognized its dignity. Through his influence the school of boys was divided in 1855 into the Classical and English Departments, with a junior room containing the entering class of each. From this division classical studies under Mr. Magill received a great impetus, as more time under more favorable conditions could be devoted to them. The establishment of the Classical Department was one of the most important epochs in the development of classical instruction.

Dissatisfied with the arrangement of the Greek verb in the grammar then in use, Mr. Magill prepared a manuscript book on the Greek verb, which for many years was copied by the pupils of each class. He showed his real interest in the students by teaching them phonography during his stay, and many of his pupils have since found what they learned to be of the greatest practical use. Although the teacher did nothing more than establish regularly recurring exercises, yet declamation—original and selected—and composition writing flourished. The younger pupils were much impressed by the creditable performances of the older boys, and felt spurred by what they did to try to acquire equal facility. This spirit must have been the effect of the scholarly atmosphere that prevailed in the room. Under Mr. Magill's instruction, William E. Bowen, Joshua M. Addeman, John Tetlow, and Charles C. Cragin received honors at the college for good preparation.

After a short service of several teachers Mr. William A. Mowry, in 1858, took charge of the junior room and laid the foundation in Latin for

two classes. His vigorous, determined work set the standard for subsequent teachers.

When Mr. Magill went to Boston in 1859, Mr. John J. Ladd became teacher of the Classical Department and Mr. Samuel Thurber took Mr. Mowry's place, who was transferred to the English Department, where he did his principal work for the High School.

During the last year of Mr. Magill's service and under Mr. Ladd, the pupils became very much interested in the appearance of the schoolroom, busts were placed above windows and door, and pictures, some the work of pupils, were hung upon the walls. Daniel W. Lyman, Warren R. Perce, and Charles F. Wilcox were among the donors. This work had great educational value, interested the pupils in their studies, and made the senior classical room a most attractive place for school, until it was left in 1878 for the new building. The impression of that classical room abides with many classes. For several years in the new building the walls were left bare, but in 1884 some of the old busts were put in place and new works of art were added from time to time, until now the collection of casts, photographs, pictures, and stereopticon views in the Classical High School is regarded as one of the greatest aids to classical instruction.

In Mr. Ladd's time came the War of the Rebellion. Its influence on the school was great and those who were boys at school in those days without doubt find the patriotic scenes holding a first place in their memories, yet it probably affected little the development of classical studies. Were this report a history of the school, the doings of those days would have a large place.

During this time Hadley's Greek Grammar based upon the work of Georg Curtius of Germany was published and introduced into the school. It marks an important point in the teaching of Greek in this country. Harkness's First Greek Book was introduced, and thus the way to the mastery of this difficult language was made more rational. Under Mr. Ladd's instruction the late Judge George M. Carpenter and Warren R. Perce obtained honors at Brown University.

In 1864 Mr. Samuel Thurber, now the accomplished teacher of English in the Girls' High School, Boston, after several years of scholarly work in the Junior Department, followed Mr. Ladd. In the one year that he remained he raised greatly the scholarship of the school.

In 1864, also, Mr. Thomas B. Stockwell took charge of the Junior Department and continued as teacher for more than ten years until January 1, 1875, when he became Commissioner of Education for Rhode Island. During this time the school grew in numbers, the course of the

Classical Department was lengthened, and Mr. Stockwell was given the Latin for the second year as well as the first, thus largely molding its work.

From his first year he began to teach Harkness's Latin Grammar, which then superseded Andrews and Stoddard's that had been used from the beginning of the school. Its clear statement of facts greatly facilitated instruction in Latin, and its publication marked an epoch in the teaching of Latin in this country.

For many years before Mr. Stockwell began to teach, the course in Latin in the High School had begun with lessons direct from the grammar twice a day for the first quarter, followed in the subsequent quarters by the reader with the grammar. It was during his time that a new reader was published with elementary exercises, so that he was enabled to use it almost from the beginning of the pupil's course parallel with the grammar. But it was not until after the publication of Harkness's First Year in Latin in 1883 that the method of beginning first with the grammar was completely eliminated from practice. During the last part of his service Mr. Stockwell required an assistant teacher, who did some work in classical studies.

After Mr. Thurber left in 1865, Mr. Edward H. Cutler took charge of the senior classical room until the removal to the new Providence High School on Pond Street in 1878, when he became principal of the Classical Department and remained until 1881. There was no principal before this date other than the Superintendent of Schools. These sixteen years were a period of change and progress for the Classical Course. Mr. Cutler was a brilliant scholar, who was able to meet rapidly and adequately the wants of the times. The colleges began to demand that the actual preparation should agree with the nominal demands on their catalogues, and as certain schools sent them better prepared students, to increase their requirements.

In 1870 the class was kept five terms, and after that the school year began with the September instead of May.

In September, 1873, the class that entered the senior classical room was divided into two divisions, one intending by rapid work to do the necessary part of the advanced requirements in two years, and the other to do the work in three years. Thus the course of instruction was extended to four years, and the first class that spent that time in the school graduated in 1876.

As early as the spring of 1873 the senior class studied geometry. The catalogue of Brown University called for both plane and solid geometry for a few years, but probably for the reason that the schools

did not comply with the request, in 1877 only plane geometry was asked for. Algebra had been increased just before to include quadratics.

In November, 1875, the first class upon the four year course began a third foreign language, French, and completed the Brown requirement of the first thirty-seven chapters of Otto's Grammar. The requirement in 1877 was stated as Otto's French Grammar, Part I., including reading lessons.

In 1879 a more definite requirement in English than that of English grammar was made, and for several years the pupils studied "The Analysis and Prosody of the First Act of Julius Caesar in Craik's English of Shakespeare."

The requirement in Latin had been increased to the entire Aeneid, but in 1878 the class began to read Ovid instead of the last six books of the Aeneid, and soon the school was reading 3,500 lines. The work in Caesar was gradually increased in the school until five books were read, when in 1878 the course was made broader and more difficult by the substitution of the Catiline of Sallust for two books of Caesar. In Cicero the amount reached eight orations or seven including the Manilian Law.

In Greek the whole of the Anabasis was read at first in this four year course, but in 1879 two books of Homer's Iliad had taken the place of all but five books of the Anabasis.

If the introduction of French and geometry and the great increase in the requirements in Latin and Greek are considered, it is evident that the additional time given to the course was fully needed.

During the time of Mr. Cutler's teaching the method of instruction changed a great deal. Less attention was paid to memorizing the grammar, rules, lists of words, exceptions, etc.; there was less parsing and more attention to enlarging the vocabulary and acquiring the ability to see the general meaning of a passage at first sight, even if it involved a few unfamiliar words. Before Mr. Cutler left the school almost all his examinations in Greek and Latin were upon unprepared or as usually called sight passages.

An epoch in the history of the Classical Department while Mr. Cutler was in charge was the admission of girls. This was done without any formal action on the part of any authority, as on consideration there seemed to Mr. Cutler no reason why girls should not belong to the department, except that there had been no candidates. Miss Alice D. Mumford, now the first assistant in the English High School, was in 1874 the first girl to graduate from the Classical Department. In the next few years there were several, and the num-

ber of girls gradually increased, till now it is more than one-third of the school.

In 1878 the Classical Department left the old building and moved to the new building on Pond Street, now the English High School. Here two commodious rooms on the second floor with recitation rooms and a suitable office were given to it and two assistants were employed. Mr. Benjamin Ide Wheeler, now president of the University of California, was teacher of the second room for a time, and thus the Junior Class was entirely separate from the English Department. The late Rev. Walter G. Webster, long an efficient teacher of the school, soon became the second assistant. Mr. Benjamin Baker, afterwards teacher in the English Department and Superintendent of Schools at Newport, followed Mr. Wheeler. In 1881 Mr. Cutler was called to another city and so finished his sixteen years of work to the great regret of the Committee, teachers and friends of the school. It has been thought unnecessary to give the long list of those who almost every year from 1866 to the present time, 1900, have taken honors at Brown University for excellent preparation.

The present principal of the Classical High School became teacher of the Junior Department and took charge of the two lower classes in Latin, taking the place of Commissioner Stockwell, Jan. 1, 1875. Upon the removal of the school to the new building he went with the larger class into the English Department. In 1881 he took Mr. Cutler's place and therefore has had the privilege of sending twenty classes to college.

The tendency to emphasize power over acquisition, beginning while Mr. Cutler was principal, continued in the school, and the class was ready in 1882 to enter Brown University by an examination upon an optional course in Latin then offered, which in 1884 became the regular way of admission. It differed from the old requirements in this that, while the required amounts in Cicero and Ovid were reduced, the real difficulty of the examination was increased by the demand of translation at sight of passages from Caesar, Cicero, Vergil and Ovid. In Latin composition also the same purpose appeared, as the requirement no longer called for a certain number of lessons from some hand-book, but the ability to translate into Latin simple English sentences and a continuous passage of English narration. At this time a requirement in Greek and Roman history made it necessary to have a thorough study of history during the senior year. In 1877 ancient history had already been introduced into the lowest class, but now it became more important as a college requirement.

In Greek during 1882 the sight work received recognition in the option of substituting in the examination at Brown University for the regu-



lar requirement the translation of sight passages from the works of Xenophon and the Iliad. In 1890 Brown's requirement in Homer was increased to three books. In 1894 the optional sight requirement in Xenophon was added to the regular one and the ability to write in Greek simple, connected narrative was demanded. Many of the colleges for which the Classical Department prepared students required sight Homer, and so the amount for the greater part of the class was increased until six books were read.

In 1887 Brown's French requirement was increased and it read: Part I. of Whitney's French Grammar and fifty pages of Otto's Reader. In 1891 the school was ready to do the work agreed upon by the colleges of New England, namely, first, elementary grammar; second, the translation of simple prose at sight, the facility for which was gained by reading two hundred to four hundred pages; and third, the pronunciation and understanding of simple spoken French.

In 1882 the English requirement of the New England colleges appeared in the form of compositions upon several works in English literature and the correction of incorrect English. Thus began in the school the study of English literature and simple principles of rhetoric. The number of works to be read increased in time from four or five to ten or twelve and the lists varied somewhat each year. In 1895 the work with incorrect English was dropped and the books assigned were divided into two groups, one for reading and practice and the other for study and practice. Of the former a general, of the latter a more thorough knowledge was expected, and the ability to write answers in paragraphs and in correct English was demanded. Naturally other works in English literature are read in the school with those assigned, covering the period back from our own time to Shakespeare.

In 1894 a course in German was begun for those pupils who did not wish to take Greek and it has been gradually improved and extended until now it covers three years for five hours a week, and accomplishes the work of the advanced requirement in German for college.

In 1896 Botany was introduced for the last ten weeks of the first year class and has been found of great advantage as the pupils study and draw direct from nature. When the new Classical High School building was occupied in 1897, physics and chemistry were added principally as laboratory studies, that the classical students in their second and third years of school work might come in contact with natural phenomena, and the result has been gratifying. Harvard University requires some science for admission. But if a college does not require a science, those pupils who have studied physics and chemistry, if among the mass of

electives in the colleges to-day they prefer something else, will have had enough for practical purposes, but if they desire these studies, they will be better prepared for their further pursuit.

Room was made for these changes in the methods of work, for the enlargement of requirements, and for the additional studies through these twenty years by the gradual increase of the hours of the student's class work, first in the senior year and then in the other years, to four hours a day, but with the intention of having many of the power exercises at sight, so that there should be three prepared periods and one unprepared each day.

When Mr. Cutler left the school in 1881 the three upper classes occupied one room and the beginner's class sat in the other, while the whole department had about one hundred pupils. In 1884 the class of one room was moved up stairs, and in 1885 the rest of the school was transferred to the third floor. The senior room of the Classical Department at the southeast corner was soon decorated with photographs and casts, and became most attractive in its appearance. In 1894 the two upper classes moved back to the rooms on the second floor occupied by the Classical Department in 1878, while two rooms were retained on the third floor. In 1895 it was necessary to provide three rooms in addition in the Bridgham Grammar School for the increase in numbers. In 1897 the beautiful new building for the Classical High School was opened and the school was arranged in ten rooms. The opening of the Hope Street High School the next year caused a reduction of three divisions, but the growth of the city will soon bring pupils to fill the place of students from the East Side.

During these twenty years many teachers have aided in the development of the Classical School. The first assistants have been Stephen O. Edwards (1881-2), now a member of the School Committee; Alexander Bevan (1882-5), now teacher of Science in the Rhode Island State Normal School; Walter G. Webster (1885-90), already mentioned, who by many gifts aided classical scholarship, and Walter B. Jacobs (1890-98), who had been in the school since 1884, now the principal of the Hope Street High School.

Among other teachers who served the school, but not now employed, were William C. Burwell, William Overton, Principal of the Central Falls High School; Sydney A. Sherman, now in the English High School, Frederick E. Stockwell, Charles E. Dennis, and Charles A. Tilley, the last two now in the Hope Street High School. The first lady to teach in the Classical Department was Miss Susan S. Brayton, in 1890, nearly

twenty years after girls entered the school. This survey of fifty-seven years would not be complete without the following list of teachers in June, 1900: Emily I. Meader, Herbert E. Drake, Elizabeth G. Hoyt, E. Helena Gregory, Frederick C. Adams, Harriet M. Hathaway, Alice R. Sheppard, Horace E. Jacobs, Henry H. Waterman, G. Frederick Frost, Florence P. Case, Clara Whitehead, Bertha B. Grant. During the last five years student teachers have been assigned classes and have been trained in this school, usually two or three a year, but sometimes as many as five. Several of those thus trained are now teachers of the school.

The progress of the school in this half century may be seen by comparing the few students fitting for college among the 110 boys of 1843 with the 441 pupils in the Classical High School before the separation of the Hope Street High School in 1898, and the greater number than that now in the two schools; also in a comparison of the rooms of the old schoolhouse on Benefit Street with the facilities of the new Classical High School; but especially in a comparison of the requirements of Brown University in 1843 with those of 1900. That the progress in studies given in detail through this report may be clearly seen and that the work that the Classical High School has to do may be fully understood, these requirements are now given in full.

*Requirements for Admission to Brown University in 1843:*

The candidate must be thoroughly acquainted with the grammar of the Latin and Greek languages, and be able to construe and parse any portion of the following books, namely: Jacob's, Felton's, or Colton's Greek Reader, Caesar's Commentaries, Virgil, Cicero's Select Orations, and to translate English into Latin and Greek correctly. He must also be well acquainted with ancient and modern geography, arithmetic, English grammar, and with algebra, as far as quadratic equations.

*Requirements for Admission to Brown University for Candidates for the Degree of Bachelor of Arts in 1890:*

MATHEMATICS.

1. Algebra, through equations of the second degree. The requirement in algebra includes the following subjects: Factors, common divisors and multiples; fractions, ratios and proportions; negative quantities and the interpretation of negative results; the doctrine of exponents; radicals and equations involving radicals; the binomial theorem for positive integral powers of the binomial, and the extraction of roots; putting questions into equations and the reduction of equations; the ordinary

methods of elimination, and the solution of both numerical and literal equations of the first and second degrees with one or more unknown quantities, and of problems leading to such equations; arithmetical and geometrical progression. 2. Plane Geometry. The requirement in Plane Geometry includes the propositions which are contained in the ordinary treatises, and which are recognized as constituting the elements of Geometry; original propositions and problems in mensuration.

#### ENGLISH.

The examination in English consists of two parts; one to test the candidate's general reading, the other to bring out the results of his more careful study and practice. The entire examination occupies not less than two hours.

1. *Reading and Practice.* In this part the candidate must exhibit a good general knowledge of the subject matter of each work, and answer simple questions on the lives of the authors. The usual form of examination is the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number, perhaps ten or fifteen, named in the examination paper. This writing is intended to test his power of clear and accurate expression. A candidate will not be accepted in English whose writing is seriously defective in spelling, punctuation, idiom or structure of sentence and paragraph.

In 1900 the books for this portion of the examination will be: Dryden's *Palamon and Arcite*. Pope's *Iliad*, book i., vi., xxii. and xxiv.; the *Sir Roger De Coverley Papers* in the *Spectator*, Goldsmith's *Vicar of Wakefield*, Scott's *Ivanhoe*, De Quincey's *Flight of a Tartar Tribe*, Cooper's *Last of the Mohicans*, Tennyson's *Princess*, and Lowell's *Vision of Sir Launfal*.

2. *Study and Practice.* This part requires a more careful study of each of the works named. The examination covers subject matter, form and structure, and, more particularly than Part I., tests the candidate's ability to express his knowledge with clearness and accuracy.

In 1900 the books for this portion of the examination will be: Shakspeare's *Macbeth*, Milton's *Paradise Lost*, books I. and II., Burke's *Speech on Conciliation with America*, and Macaulay's *Essays on Milton and Addison*.

#### GREEK.

1. Authors: Xenophon's *Anabasis* entire, or four books of the *Anabasis* and three of Homer, regard being had not only to language but to subject matter as well. Two books of the *Hellenica* may be offered in

place of a like amount of the *Anabasis*; and preparation in Homer may be in either the *Iliad* or the *Odyssey*.

2. Grammar: A familiar knowledge of inflection, word-formation and ordinary syntax.

3. Composition: The first twenty-five exercises of Jones's Composition or Allinson's Composition as far as Part III., or Collar and Daniell's entire, or other equivalent preparation in writing connected Greek prose.

4. History: The general history of Greece to the death of Alexander.

Candidates are expected to be able to translate at sight simple Attic prose, unusual words being defined, and to write in Greek simple connected narrative based upon the *Anabasis* or the *Hellenica*.

#### LATIN.

1. Caesar, Gallic War, books I-IV., or books I-III., and Sallust's *Catiline*, with questions on the subject matter and on grammar.

2. Ovid, twenty-five hundred lines.

3. Cicero, the Orations against *Catiline* and the Oration for *Archias*, with questions as on Caesar.

4. Vergil, *Aeneid*, books I-VI., or books I-V., and the *Eclogues*, with questions on the subject matter and on prosody.

5. Translation at sight of ordinary passages from Caesar, Cicero's Orations, Vergil's *Aeneid* and Ovid's *Metamorphoses*, with questions on grammar, prosody, history and antiquities, suggested by the passages assigned.

6. Translation into Latin of simple English sentences.

7. Translation into Latin of a continuous passage of English narrative, prepared from some portion of the prescribed prose.

8. Outline of Roman geography, and of Roman history to the end of the reign of Marcus Aurelius.

#### FRENCH.

1. Proficiency in elementary French grammar, implying, especially, familiarity with the following topics; inflection of nouns and adjectives in gender and number; the pronominal adjectives; the use of pronouns, especially the forms and positions of personal pronouns; the partitive constructions; the inflection of the regular verbs and the more usual irregular verbs, such as *dire*, *faire*, and the classes represented by *ouvrir*, *sentir*, *venir*, *paraître*, *conduire* and *craindre*.

2. Ability to translate simple prose at sight. It is believed that the required facility can be gained by reading, concurrently with the gram-

mar work, from two hundred to four hundred duodecimo pages, of at least three dissimilar works.

3. Ability to pronounce French and to recognize French words and simple phrases when spoken.

A similar requirement in German for the A. B. degree can be offered by candidates instead of French.

During these years the school has sent many students to other colleges, whose requirements often vary from those of Brown University. The colleges that have received students from this school are Brown, Harvard, Yale, Boston, Wesleyan, Amherst, Williams, Wellesley, Smith, Vassar and Holyoke.

Respectfully submitted,

WILLIAM T. PECK,  
*Principal.*

SEPTEMBER 1, 1900.

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#### REPORT OF THE PRINCIPAL OF THE MANUAL TRAINING HIGH SCHOOL.

This school was organized in 1892, in response to a demand on the part of the most progressive citizens of Providence that our public school system should be as complete and comprehensive as that offered by any city in the United States.

The building was arranged and equipped to accommodate boys only, with a seating capacity for 288 students. In five years the number had outgrown the original idea and a demand was made for an extension to the present building.

#### AIM OF THE SCHOOL.

The school is not a trade school and does not intend to equip one as a machinist, draughtsman, or woodworker, but to so fortify him along any line of work, that other things being equal, he need not long remain at the foot of a chosen trade or profession.

It is the aim of the school to do the work taken up in so thorough and workmanlike a manner, that graduates of the school may find that their first work on coming into contact with life is not to unlearn the things taught in the school but to extend and build on a solid foundation already laid.

After testing graduates of this school in their extensive works, the firm of Brown & Sharpe has declared in its recent terms for apprentices that "graduates of the Manual Training High School, well recommended by the principal, may have their terms of apprenticeship shortened at the discretion of the company."

## LITERARY AND SCIENTIFIC COURSES.

While the workroom may be the first to appeal to one on entering the building and the most tangible proof of work accomplished, the school embraces thorough Literary, Mathematical, and Scientific Courses, enabling those who successfully complete the demands of the school to enter a college or scientific school.

## DEPARTMENTS.

The work of the school naturally divides itself into departments and may be best presented under such heads.

## ACADEMIC DEPARTMENT

The academic department embraces the subjects usually taught in a high school course; this school specializes on science and mathematics, and carries its students in mathematics through plane trigonometry and a brief course in field practice in surveying. A thorough course is arranged in chemistry and physics with ample opportunity for laboratory work, supplemented in the senior year by practical problems in electrical and steam engineering.

## DRAWING DEPARTMENT.

The school is supplied with two well lighted rooms equipped with all appliances of a modern draughting room.

Each student spends one period daily in the drawing room and four years of graded instruction in freehand and mechanical drawing, give him a power which becomes an important factor in his preparation for life. The result of the education of the eye to see and the hand to execute is more apparent in this department than any other.

## DEPARTMENT OF WOODWORKING.

The course in woodworking begins in the first year with problems in elementary carpentry and joinery. A brief course in woodcarving follows in the second year, and a more extended course in patternmaking the third year. Students are required to "do note-book work" in connection with bench instruction.

One and one-half hours daily are spent in the shop while the student pursues his woodworking course.

The aim of this course is intellectual training through the hand rather than to put one into possession of a trade. Indeed, seven and one-half hours a week for the brief time the subject is taught would scarcely

equip one on the trade side. Yet the experience in interpreting drawings, and care and judgment in execution count for much in the general development of the mind of the student.

#### DEPARTMENT OF IRONWORK.

Some form of ironwork enters into every school year. Two main lines are taken up—smithing and machine shop practice.

Twenty weeks each in the first and second years are devoted to smithing. Here as in the woodworking the student is employed one and one-half hours daily, the remainder of his time being devoted to drawing and academic work. In the third year ten weeks are devoted to vise work as preliminary to machine work, and the whole shop time of the senior year is given to machine shop practice.

All work whether in smithing or machine shop is made from drawings, accuracy being one of the things considered most essential.

A series of graded lessons is worked out in each department calculated to give the student power, judgment, and facility.

The forge shop and machine shop are equipped with full sets of modern tools that the instruction and work may be abreast of the times.

Ten weeks of the third year are given to foundry work, although no metals are used harder than brass or bronze. The principles of casting in iron are studied and classes visit various foundries for the purpose of studying shop methods, but no work in casting iron is done in the school.

#### ELECTRICAL ENGINEERING.

This course is given during the senior year and is classed as applied physics. Previous studies in physics of electricity enable the students quickly and readily to grasp the practical application of series, shunt, and compound wound dynamos, testing efficiencies and plotting characteristic curves.

Lighting lines are installed and carrying capacities of wires calculated.

Lines for lighting and telephone work are constructed for operation and correction of faults.

#### STEAM ENGINEERING.

Each student spends six weeks in this department giving the same time each day that is given to shop work. In order that the student may come into direct contact with the instructor the class is divided into groups of four each. The instruction given is most thorough and practical, every point fully illustrated by the admirable modern plant that supplies power and heat to the building. Practical problems are taken



up involving strength of materials, consumption of fuel for development of power, and the amount of power required for different lines of shafting and machines, always laying great stress on the economic side.

Indicator practice merits and receives most thorough study. The equipment of the building although not designed for this purpose is most admirably adapted to supplement the work of teaching in this department.

Providence was the first and, we believe, the only Manual Training School to establish a course of this kind, but the results have proved beyond question the wisdom of the action.

#### CIVIL ENGINEERING.

A brief course in field practice with surveying instruments completes the mathematical course.

This field work is permitted to those only who have successfully completed algebra, plane and solid geometry, and plane trigonometry. Hayward Park with its intricate paths has been the outdoor laboratory for platting, and Field's Point with its sharp hills and valleys within a small area has furnished a most acceptable field for work in leveling.

#### PHOTOGRAPHIC SCIENCE.

This department stands for one branch of applied science, building on the students' previous work in physics and chemistry. The subject is also carried into commercial photography in the process of etching on zinc and copper.

#### CLAY MODELING AND WOODCARVING.

The work of this department is devoted to modeling in soft and hard materials. The soft includes clay and plastilina and occupies about eight weeks of the students' time and includes modeling from casts, from nature, from drawings and photographs, from industrial objects and original designs. The work in woodcarving follows with a continuation of the study of historic ornament and an examination of current work in the city.

The idea of fitness, beauty, and utility enters into every thought that is wrought out in this department.

#### GIRLS' DEPARTMENT.

The courses were opened to girls early in the history of the school in response to a request from many progressive educators. The work is carried on parallel lines with that arranged for boys so that the girls'

academic department leads to the teachers' class in the Normal School or fulfills the college requirements.

The literary, mathematical, and science courses are the same as those for boys, except the course in trigonometry and engineering. In place of these subjects the girls' course includes experimental psychology and botany.

In drawing a special line of work is carried out embracing charcoal, pen and ink drawing, color work, lace design, and book illustration.

#### DOMESTIC SCIENCE.

The special work for girls is broadly divided into domestic science and domestic art.

The aim of the work is to inspire an interest in and an enthusiasm for the "home life" by studying the intimate relation between its simplest details and the great problems of physics, chemistry, and sociology.

The domestic science course embraces First Aid to the Injured, reviewing and enforcing the grammar grade work in physiology.

Physics and chemistry follow as foundations for the science of cooking and cleaning. In the science of cooking the work is taken up by food classes beginning with water, the proteids, albuminoids, carbohydrates, fats, and food adjuncts.

The science of nutrition forms the work in this department for the third year, closely following the work previously taken, but dealing with more detailed work of analysis and chemical reaction.

The changes which occur during normal digestion are chemically shown by artificial digestion experiments, which also illustrate methods by which foods may be predigested and so furnish nourishment in case of malnutrition.

The Government Bulletins furnish a basis for individual work in preparing a daily menu which shall provide the correct number of calories and per cent. of muscle food at the smallest cost.

Household sanitation and home nursing form the work of the last year.

Practical study of house plans, plumbing, heating, and ventilation, and the sanitation of home surroundings are followed by a study of sanitary food supply with its associated study of germ life as cause of disease, and rules for hygienic care of well and sick.

The course must of necessity lead to a wider view and a more just estimate of life and its duties.

## THE DOMESTIC ART COURSE.

The first year is devoted to hand and machine sewing. Every course is illustrated by lecture work, and note books are required to be filled by pupils that they may have the results of theory and practice in permanent form.

The second year work is devoted to clay modeling and woodcarving, building on a very brief course in carpentry taken the first year.

Experience has taught that the acquaintance with woodworking tools during the first year facilitates the work in woodcarving, and even improves the quality of the work in the sewing classes.

The third year work in this department is devoted to millinery, and preparatory work for the dressmaking which follows in the fourth year.

The millinery work furnishes excellent opportunity to emphasize harmony in color combinations and beauty in form.

The dressmaking of the fourth year enables the student to master the elements of dressmaking. It is the aim of this department to give the most approved methods in drafting with construction lines and charts.

Studies of materials, historic costumes, and hygienic dress are carried on parallel with the work of fitting and sewing.

It should be repeated that in connection with the drawing, domestic science, and domestic art work, the student is carrying on lines of academic training that will prepare her for college or the teacher's profession.

## MUSIC.

Once each week the school assembles for drill in chorus work. Music of a very high order is studied under an expert director, and the work of the year has won special commendation for the school. A well trained and efficient orchestra has added much to the attractiveness of the music for the year.

Respectfully submitted,

GEORGE F. WESTON,  
*Principal.*

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REPORT OF THE PRINCIPAL OF THE HOPE STREET HIGH SCHOOL.

TO HORACE S. TARBELL, LL. D., SUPT. PUBLIC SCHOOLS :

As principal of the Hope Street High School, I have the honor to submit the following report:

The Hope Street High School was opened in September, 1898. The situation was well chosen. On the high land facing the Hope Reservoir the school cannot fail to have the best light on every side and the best

air. The building is well appointed for its purpose. The unit of plan is a class room seating forty-eight, and a recitation room seating some more than half that number. The building contains sixteen of these units. To this is added a large assembly hall seating six hundred, a lecture room, library, drawing room, gymnasiums, locker rooms, lunch rooms, bicycle rooms, etc. No special laboratories were provided in the plan of the building, but such as were needed were installed in class rooms taken for that purpose. The seating capacity of the school is about 528. Practically every seat was taken the first quarter the school was open. The building is heated by direct-radiation, and the heat is regulated by thermostats in each room. The ventilation is by the plenum system, and the air is heated by steam pipes before it is forced through the building by the fan. The furnishings of the building without being elegant are substantial and durable. Uniformity of time is secured by electric clocks in each room, and a master clock in the office. Each room is connected with the office by telephone, and a programme instrument and a system of bells make a uniform programme possible throughout the building.

The school as organized has four departments: Classical, English, Short Business, and Junior; but the departments are very closely connected, and the work of one is correlated with that of the others. This relation is likely to become still closer as time advances. The work of the teachers is departmental as far as practicable, and classes pass to the different teachers for recitations. This makes it possible to have in one room all the appliances for teaching a given subject, and to give to that room in its equipment an atmosphere appropriate and inspiring. The rest and change secured to the pupils by passing is also of great value. The school day is divided into five periods of equal length, and a short period of about half the length of the others. This short period has been found very valuable. As far as possible it is kept clear of regular recitations. The teachers may devote this time to work with individual pupils; pupils who have the need, to making up back work; others, to study. It also offers a time when the school may be brought together without seriously interfering with the regular work.

The Junior Department was inaugurated in the High School system in this school, and here it has proved an essential and important part of the school. It aims to make easy the transition from Grammar School to High School by introducing the study of certain High School subjects earlier than the regular age, particularly the study of French and Latin; and also to serve those parents who wish to

send children in their early years to private schools. The programme of studies as compared with the Grammar school programme of the same year is shown in the table below :

THE FIRST TWO YEARS OF SIX YEAR HIGH SCHOOL COURSE.

JUNE, 1898.

	Present Grammar Course.		Proposed Course.	
	8th Year.	9th Year.	Junior 1.	Junior 2.
Reading .....	4	4	2	2
Language .....	4	4	4	3
Arithmetic .....	4	4	3	3
Geography .....	2½	1	3	
History .....	2½	3	2	3
Physiology .....		1		1
Penmanship .....	2½	2½	2	
Spelling and Music .....	2	2	2	2
Drawing .....	2½	2½		
Geometry and Drawing .....			2	2
Algebra .....				1
French .....			3	2
Latin .....				4
Shop and Laboratory .....			2	2
	24	24	25	25

A period = 30 to 35 minutes.

Opening Exercises, Calisthenics and Recess = 40 minutes.

Prepared Lessons = 3 periods daily.

Unprepared Exercises = 2 periods daily.

Study = 3 periods daily.

School session, 9 A. M. to 2 P. M.

While time has shown that this programme needs some modification, the general idea has proven remarkably well planned.

The courses of study in the other departments conform closely to the courses offered in the English High School and the Classical High School.

In the classical course the larger number of pupils come from the Junior Department. A class beginning Latin at the first year of the regular High School unites with the class from the juniors at the end of that year, thus preventing the multiplication of small classes. Many similar unions of classes are made throughout the course. Thus making the school a unit rather than a collection of departments.

Respectfully submitted,

WALTER BALLOU JACOBS.

June 30, 1900.

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REPORT OF THE SUPERVISOR OF GRAMMAR SCHOOLS.

TO THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE:

The classes which were placed under my supervision last September included all the grades below the ninth in the grammar buildings. These comprised two hundred seventy-two divisions in grades 1 B to 8 A inclusive, seventy-seven primary, mostly of the fifth grade, and one hundred ninety-five grammar. Last February, the opening of seven additional primary rooms in grammar school buildings added fourteen divisions to my list, making a total of two hundred eighty-six; as each division is examined separately, the number of divisions is stated instead of the number of room. At present, there are ninety-one primary divisions in the grammar buildings.

During the year each division above the 4 B grade has been examined in both mental and written arithmetic, in language, oral and written, in geography, and in reading. To each division, thirty minutes were allowed for arithmetic, and twenty minutes to each of the other branches. Grades below 4 B have been examined in the above subjects, geography excepted. In arithmetic and language, some classes received a second examination during the third quarter of the year, but of the number of such classes and of several examined in September I have no record. The average number of classes personally examined is eight per day, the number for the year is twelve hundred.

To penmanship great attention has been given; copy-books, spelling slips, compositions, and all forms of written work have been carefully examined and the strong and weak points noted.

One hundred twenty visits have been made to observe methods of teaching and school management, and to note progress; fifty, to arrange for grade meetings; thirty, in response to requests concerning the work in general; sixty-six, to honor classes of grades 6 B to 9 A inclusive.

Besides visiting ninth grades to observe honor work, written examinations have been sent to both pass and honor classes. My connection with ninth grade teachers has been closer than that of last year. At their request I have made them frequent visits, and many have expressed a desire to have their classes examined as formerly. During the last year deficiencies are made up as far as possible and the practicability of a course of study is shown. To be out of close touch with the ninth grade for a longer time would be my misfortune. Frequent contact with ninth grade teachers is essential to my work; standing where they do, at the end of the grammar school course, many things must be plain to them which would be of incalculable benefit to the lower grades. In looking forward to another year's work, it is gratifying to know that ninth grades will again be under my charge.

When I started in the work of supervision in the Providence schools, it was with no idea of being a task mistress, but with the purpose which has been growing and strengthening ever since of being a help and counselor of the teachers. Many have expressed to me their satisfaction in having a woman confidante in school matters. As a supervisor is going from school to school there are many ways in which she should be able to aid teachers.

Office work demands much time and attention. From Saturday, September the ninth, to Monday, October the second, with the exception of an hour or two per day, I was confined to the office, sending out substitutes, giving examinations to pupils entering the high schools, and correcting papers. Similar duties throughout the year frequently require my personal direction.

Tests have been wholly prepared out of school hours. The number of tests given this year is as follows: for entrance to high schools, six sets in the five grammar school studies; to evening school teachers, two sets in the grammar school studies, physiology excepted; to grades 6 B to 9 B inclusive, one test in arithmetic; to grades 6 B to 8 A inclusive, and 9 A one test in language; to the pupils of advanced evening schools for entrance to evening high school, a test in spelling, arithmetic, language, geography, and history; to prospective teachers of the lowest third of the graduating class of each of our high schools, and to other applicants, a test in the five grammar school studies, and in algebra, civics, physics, general history, and literature; to those who passed the above and to the other two-thirds of each graduating class, a test in technical grammar, composition, and arithmetic; to grades 6 B to 9 A inclusive, seven tests in spelling; to pupils from our grammar schools who failed to secure diplomas and to all pupils not registered in our grammar schools who desire

to enter our high schools in September, a test in arithmetic, language, history, and geography.

It affords me genuine pleasure to testify to the faithfulness of the teachers with whom I am associated and from whom I have received unvarying co-operation. Inefficiency is almost unknown, and excellence characterizes the work of many.

We work under most favorable conditions. Everything conducive to the health and happiness of teachers and pupils is provided; we have commodious buildings, well heated, lighted, and ventilated; material of all kinds, pertaining to the proper equipment of our schools is promptly furnished; individuality and originality are encouraged. Compared with conditions in many cities our lot is an enviable one, and we may point with pride to our results.

The pupil should be fitted for such things as he is likely to attempt and although he must follow a prescribed course of study, much more thought than formerly is given to discovering the child's mental scope and giving him opportunity to develop his special talent.

Our aim is to give a practical education—one that shall give not only the ability to read, write, and spell, and a mastery of the fundamental processes of arithmetic and their various applications, but an education that shall develop the perceptive and reasoning faculties, strengthen the memory, inculcate habits of accuracy, carefulness, and perseverance, and establish character.

One of the first requisites for such training is pleasant surroundings. The decoration of the walls of our schoolrooms with casts and with photographs of recognized masterpieces, appropriately framed, artistically hung, and suited to the ages of the children, uplifts and refines, and meets a long felt need. Such decoration is invaluable in the study of language and history, and quickens the child's sense for artistic composition. An atmosphere of beauty promotes better thoughts and leads to better lives.

We are especially indebted to Miss Sarah J. Eddy for the loan of beautiful pictures, which for many years have been a source of pleasure and instruction. Artistic contributions to the Broad street grammar school have been made by President Barney, Col. Isaac L. Goff, and Alderman Freeman. Such gifts are of inestimable value to our schools in awakening admiration for the beautiful and the sublime.

To child study and professional reading by experienced teachers, and to similar study and reading by young teachers under the leadership of our able critics, improvement in school management, teaching, and the art of questioning is largely due. We owe much of our educational ad-



vancement to the training schools, which each year give greater proof of their inestimable benefit to the school system. Acquiring skill in school management and presenting subjects under the direction of an expert teacher, is an incalculable gain over the old way of starting out with no knowledge of methods, and no guidance.

Books are used more effectively than formerly, study is pursued more independently, showing greater concentration and more logical thought. Our study period, the first in the afternoon, is invaluable in securing these results. The reading in our schools is better, there is great improvement in language, and pupils have more general information and culture.

The physical well being of children is carefully considered and their habits are closely studied.

Self-government, successfully carried on in several schools, has a tendency to promote self-reliance, thereby developing mental and moral growth. The adroit teacher can thrust responsibility upon his pupils and teach them that obedience is associated with pleasure. Efforts in this direction should be carefully watched and guarded, and should be discontinued if friction rather than harmony follows a fair trial of self-governmental rules.

The majority of our teachers are tactful and the disciplinary schools provide for repeatedly careless and unruly pupils. In these schools obedience is not associated with fear and the life of the child is not embittered, but under the wise supervision of one who rules firmly, yet with much sympathy—the strongest factor in overcoming evil and promoting good—the influence brought to bear upon the willful boys constrains where force would provoke resistance.

Tact on the part of both principals and assistants has diminished the number of cases of tardiness, and has brought careless pupils to a realizing sense of the importance of punctuality and the evil effects of neglecting duty.

Greater home co-operation, the result of untiring efforts of teachers to bring the home into closer touch with the school, and the organization of Mothers' Clubs, are doing much for our pupils.

No city is more justly proud of its system of teaching music and drawing, and of the progress made in these branches. Children understand the theory of the music they study and a love for the best is inspired. Drawing, including the study of color as well as that of form, not only trains the hand and the eye, but leads to an appreciation of the beautiful and is brought into play for illustration in nearly every branch of our work.

We aim to teach arithmetic in such manner that addition, subtraction, multiplication, and division of both integers and fractions may be done with rapidity and accuracy; that percentage, interest, square root and its applications, and the elements of mensuration and compound numbers may be understood; that bills, receipts, and promissory notes may be intelligently written. We aim to teach reading so that the thought will be quickly and accurately grasped by the reader and clearly and pleasantly presented to the hearer. We strive for legibility and rapidity in writing, and for correct spelling. In language we train the child to express concisely and to write good business and friendly letters, showing a knowledge of punctuation and capitalization. We teach analysis and parsing, not because we consider them essential to correct speaking, but because of their disciplinary value. The study of geography should enable the pupil to carry mental images of the earth's physical features and give him a knowledge of important cities and countries. History should be so taught as to create an interest in the study and a taste for reading it; marked attention should be given to main events, to the study of the customs and characteristics of the people, to growth of invention, advancement of science, and, incidentally, to those events in which individual heroism and patriotism are prominent. Through music, drawing, and nature study, the pupil should become observant and discriminating.

We aim to teach courtesy and the appreciation of opportunities, to inculcate those principles which we desire to implant in character, to give the power to go on to higher phases of thought and action after leaving the grammar school, to inspire ambition and courage in the acquisition of education, and above all to teach that education in its truest sense enables one to live well, to enjoy life, and to become a good citizen.

#### READING.

It is impossible to over-rate the importance of reading in our schools. Says Thomas Carlyle, "All that a university or the final highest school can do for us is still what the first school began doing—teach us to read." Proficiency in other branches of study depends on the ability to read, in fact reading is the bed-rock on which our whole educational structure is reared.

Since a pupil's success in the higher grades depends almost wholly upon his power of acquiring thought from the printed page, it is surely of the greatest importance that the best methods of instruction should be followed in this fundamental art. While, of late years, much has been

done in our schools to improve the reading, and progress has been made, there is still crying need for better methods and for more thorough work.

Grade meetings have been held during the past year to consider methods of teaching both the physical and the intellectual elements in reading. The mastery of the mechanical process must be thorough or the intellectual process will be weak and uncertain. It is impossible for the pianist to interpret musical literature unless mechanical processes have been well mastered, and our pupils cannot read and enjoy works of classic authors when they are constantly stumbling over the mechanical elements in ordinary words and sentences.

Marked attention should be given to class drills in calisthenics, carriage, breathing, pronunciation, enunciation, and articulation, and to individual drills to meet individual needs. Phonic drill, so important a factor in securing distinct articulation, should be carried on in all grades. Through continued drill in which distinct enunciation and correct pronunciation are insisted upon, the power of interpreting written forms will become so rapid and easy as to be almost automatic, and natural expression and fluency will readily follow.

Besides the common inability to acquire thought from the printed page, the pupils of the grammar grades are notably deficient in utterance, their oral reading, as well as their conversation, lacks in clearness of enunciation, in animation, and in quality of tone.

Our reading lacks enthusiasm. This may be attributed, in some degree, to the dull and monotonous voices of the teachers. In their anxiety to avoid loud and discordant voices, many have fallen into a habit of very low, monotonous, dull talking, which must utterly fail to awaken interest in any subject however intelligently taught in other respects. Good, sound, animated elocutionary drill is needed to correct these evils in both teachers and pupils. An intelligent use of the voice must be taught, and many teachers need to learn the beauty of and the necessity for animation in voice and manner.

There seems to be a sentiment among teachers against the art of elocution. Hence pupils are not taught, as they should be, the art of expressing emotion by appropriate voice, inflection, and gesture. Enthusiasm and interest in the mind of the pupil awakened by enthusiastic teaching of the subject, will find natural and feeling expression in tone and manner if faithful elocutionary drill has made such expression a habit.

In the teaching of reading, an important end to be attained is to create a taste for the best in literature, and this end should be kept in mind

from the beginning. The demands upon the time of young people are so numerous and so urgent that they have little time for general reading and the probability is that they will never learn to love good books unless the habit is formed in the schoolroom. Without instruction they do not know what to read even if they care for books at all. We can do nothing more valuable for our pupils than to teach them to read, to love reading, and to habitually choose the best in literature.

Teachers are doing much to attain this end, and the study of language as it is now pursued is a valuable aid in this work. Books of information should have their place in the school library, but the regular reading lesson should contain examples of the best things in literature and should be of such a character as to make the exercise a delight and an inspiration.

#### LANGUAGE.

The study of language both in ancient and modern systems of education has been of paramount importance. Of late years there has been much discussion as to its relative rank, but the consensus of opinion gives to it a high place.

Dr. Mary Putnam Jacobi, in her *Physiological Notes on the Study of Language*, speaking of "brain action in local centres" and the centres used in acquiring language says: "To learn the name of a thing and to learn how to use this name involves much more mental action than is required to acquire sense perceptions about it." She declares that "Language study is necessary in order to train the mind for truly scientific observation. Words are the first product of the action of the mind upon Nature, as science is the latest and most complex expression of the same action."

Words not only embody thought but they are the means by which we live our intellectual lives, so that whatever helps to clear understanding and use of language, helps to strengthen and broaden the mind itself. To aid a pupil to a good knowledge of his mother tongue is to give him command of his own thoughts, nay, of himself, and of others. It is often urged that our schools should give knowledge of things rather than of words; right knowledge of words includes the knowledge of things and much more. The knowledge of a word means more than its correct pronunciation and spelling, it means as thorough a comprehension of the thing for which it stands, as possible, relation to the past experience of the pupil, comparison with other words, generalization, and not only the correct, but also the most forceful and elegant way of combining it with

other words in order to express the emotions of one's own soul and to sway the minds of others.

The importance of this study has been dwelt upon, for the other studies are so closely connected with it as to stand or fall with it. If reading and language are correctly taught, success in the other studies is assured.

Language is better taught in our schools than reading, and when teachers see that reading is really a branch of language study, and when they apply the same principles to its teaching, there will be the needed improvement. To the use of a carefully prepared text-book, in which subjects are so arranged as to strengthen and supplement one another, and are developed according to the natural progress of the child, the success of our language work may be largely attributed.

Although language is well taught in our schools, three faults exist which if not soon corrected will increase and will weaken the whole system. First, written work predominates to the neglect of oral exercises; second, both oral and written work lack in precision; third, the technical grammar is weak and uncertain. The importance of oral work in language is not understood. The ordinary person needs to converse intelligently much more frequently than to write, conversation as a test of culture counts for more than written language, writing gives time to choose words, talking compels a quicker selection and readier use of appropriate language, only by oral practice can ease and fluency in conversation be attained. Teachers talk too much, pupils too little. In some schools, the entire time allotted to the study of language is devoted to the preparation of written exercises; then the recitation period is almost entirely monopolized by the teacher, the pupils having opportunity only for the briefest sentences or snatches of sentences in answer to the teacher's interrogatories.

Every recitation in every lesson should develop oral language. It is an axiom in education that the powers of the child are developed by self-activity, hence, every experience in the correct use of language is a mental stimulus and an aid in taking the next step. The recitation periods should be so arranged as to give pupils ample time and opportunity for this. The skillful teacher appeals to the powers of observation, memory, imagination, and reason, in order to awaken thought and these powers are strengthened by the act of expressing thought thus roused. Both steps are equally important, but many teachers spend all their time in the former, neglecting the latter, thus losing the valuable reflex action on the mental powers, as well as the habit of expression.

Every language lesson should add to the knowledge and vocabulary of the pupil, should give him a more accurate, concise, and easy use of language, should develop his powers of observation, memory, imagination, and reasoning, and should fit him for what Dr. Harris says is the great end of all education, "combination with one's fellowmen."

Pupils should not be allowed to answer in monosyllables, or to be inaccurate and slovenly in their modes of expression, for in after life no amount of study can overcome careless habits formed in childhood and made stronger by constant and unchecked practice. Every recitation should be a language lesson; at its close, the pupils should do the talking, summing up what has been taught, drawing conclusions and expressing their own thoughts.

The principles of English grammar can be taught so that even dull pupils may understand them. While there are many worn out theories and useless distinctions, there are a few essentials that every graduate of our grammar schools ought to know definitely and thoroughly. They should understand that the classification of a word depends upon its use in a sentence, that a pronoun in one sentence may be an adjective or a conjunction in another; to know the parts of speech, their uses and relation to other words in a sentence is about all that needs to be done in the way of parsing. The principles necessary for this are so few and so simple there is no reason for its being poorly and weakly accomplished. A knowledge of the parts of speech naturally opens the way to the analysis of sentences in which the real work of technical grammar consists.

Professor Carpenter of Columbia College says that when a boy can take any ordinary English sentence apart and put it together again as he might the kitchen clock, he has learned the greatest lesson that grammar can teach him. Pupils may correctly analyze a sentence by diagram who are wholly unable to give an intelligent oral analysis of the same; this proves a misuse of the system of diagramming. Much of the so-called "diagram work" in our schools does not present the relationship of the words of a sentence to the eye of the pupil, and consequently is liable to burden rather than to assist his mind in grasping that relationship. Instead of being taken as it is, merely a brief way of showing the knowledge of the pupil, and a means of saving the time of the teacher in correcting, and of the pupil in writing, the diagram is taken as an end in itself. The pupil's attention is directed to the symbol and the thought is lost. Ask for an intelligent oral analysis, and, in many cases, he is unable to give it; in his mind, the figures 1—2—3, and the character of the lines that shall be drawn are of the first importance and constitute

the analysis. Hence he will say something like this:—*Boy* is the subject, mark it 1; *rides* is the predicate, mark it 2; *fast* is the adverb, mark it 3, and so on. The marking of sentences is wholly mechanical and is useful only for ease in correction. Teachers have erred in this matter, and a common sense oral analysis in which marking is not even mentioned must be taught.

The faults in language teaching have been spoken of because those are the things that must be remedied before the schools do the best they can and ought to do. There are many excellencies in our language work which deserve mention. Among teachers, there is an eagerness to try new ways, and a desire for fresh truth and progressive methods, which have banished much of the old "stereotyped school-marmness"—that opposed impassable barrier to progress. Marked and rapid improvement has been made in composition and letter writing. Tasks in these that were once considered wearisome and difficult are now accomplished with ease and facility. Pupils show more interest in their language lessons than formerly. Language is coming to be considered more and more in the light of a pleasure.

Language and literature are so closely united as to make the correct teaching of one also the teaching of the other at the same time. It is sometimes impossible to differentiate the exercises. No line can be drawn where one begins and the other ends. Yet as we have a broader and more extended course in language which we give to those pupils who complete the pass course, it is reported under the separate head of literature. It may be interesting to know, however, that literature is studied as a branch of language work and is inseparably connected with it throughout all the grammar grades in the pass course; so that every pupil has some knowledge of literature, which is so valuable an aid in character training, presenting themes which develop moral convictions in the child, and end in good deeds and noble lives.

#### ARITHMETIC.

In this branch, opinions vary widely as to what shall be taught in each grade, to what extent each principle shall be taught, and how to conform methods to the best theories.

A working knowledge of numbers, and facility and accuracy in securing results, is the foundation for all future arithmetical processes. It is then of the greatest importance to distinguish between the child who is commonly called dull and the one who is not started aright. We who have charge of the education of children must consider whether so many

are poor in arithmetic or whether, because their reasoning powers are immature, they are unable to digest those principles which we undertake to teach. Courses of study too often assume a comprehension of numbers and their relations that does not exist.

During the past year, at the weekly meetings of the grammar masters, discussions upon the course of study, and the presentation of principles in arithmetic, have been frequent and inspiring. Although this branch is well taught in our schools, such discussions will naturally lead to better methods and more satisfactory results.

In the beginning of the teaching of arithmetic, the present tendency is to place undue stress upon concrete matter; this unfits the child for independent and intelligent action. The mind must be led on steadily from the concrete to the abstract, until correct calculations in the latter are as easily solved as in the former. The child must be taught to discover the relations of number, and to memorize certain facts which he will need in his later work: the latter step must not be neglected. It is a grave mistake to demand of him logical processes beyond his years and the work planned should be comprehended not only by the brighter pupils of the class, but by the whole or the greater part, as the whole or the greater part is promoted.

Through the introduction of an Honor Course in the grammar schools we are overcoming a serious difficulty; this new course will be particularly helpful in the teaching of arithmetic, as in this study many pupils find their greatest difficulties. An easier course than formerly studied will be given the average pupil, while the quicker ones will have extra or honor work.

McMurry says that the Law of Aim is one practically agreed upon in daily life, but until recently it has not been dignified by teachers as a law affecting their instruction; nevertheless teachers are coming to agree that a definite and attractive aim is a condition of the most effective work of any kind, and hence that a clear aim should be daily fixed in each recitation as elsewhere. If a pupil is to bring all his powers to bear upon the work of learning he must know beforehand what is to be gained; to lead him to an unknown goal without showing him the relation which the result bears to the labor performed is to deprive him of that mental activity which is stimulated by a clearly set purpose.

During the past two years, our teachers have studied McMurry's "The Method of the Recitation." No doubt many had taught according to the ideas advanced in this admirable book, but others, who had not, have now found a means of developing independence of thought by carefully pre-



senting each lesson, by leading the pupils to see the relation which each new point bears to previously acquired knowledge, and by conducting reviews in an intelligent manner. Teachers now understand the advice of a noted educator, that "Every lesson should hold out two hands, one to past knowledge, the other to coming knowledge." We are trying so to teach arithmetic that mental power may be developed and that a foundation may be laid for higher mathematics.

It is not probable that the value of mental arithmetic will ever be overestimated in the public schools. Through its medium, the powers of attention, memory, and reasoning are developed, the power of language is cultivated, the ability is gained to solve with ease and confidence written problems involving large numbers. Most teachers feel the necessity of a text-book in mental arithmetic, but many times the book is a barrier between teacher and pupils and far better results follow when she goes before her class with a full knowledge of what she desires to teach, and with confidence in her ability to ask suitable questions, unaided by a text-book. By giving problems adapted to their capacity, problems founded on reasoning which they fully comprehend, children can be trained to logical habits of mind and stimulated to a high degree of intellectual energy. Through mental arithmetic, we are cultivating clear headed accurate thinkers. No part of our work is better adapted to promote independence of thought, accuracy of expression, and concise language.

Drill in fundamentals is kept up in every grade in order to promote accuracy and rapidity; in such drills care is taken to awaken interest by variety. Special stress is laid upon practice in performing problems in both mental and written arithmetic; small numbers are used, and, in the lower grades, care is taken to avoid problems involving too many processes.

Reviews are too infrequent. A well conducted review should follow the so-called spiral method which takes a class around a circle, and then swings on a broader spiral, taking the same topics but with more difficult problems, then again, until the subjects are thoroughly understood.

There has been great improvement in the art of questioning. This improvement arises from the fact that teachers make greater preparation for the presentation of each lesson.

If good teaching is ever more necessary at one time than at another, it is when classes are studying fractions and percentage; the teaching of the latter seems to be the more faulty. Being the foundation of the important principles of interest, commission, and other higher mathematics, the thorough comprehension of percentage is an absolute necessity.

Great improvement has been made in the written analysis of problems, in the teaching of common and decimal fractions, in making out bills and in mental arithmetic.

Tests from the office are still dreaded, but this should not be so. They should be such commonplace affairs that no girl or boy will fear them. Nervousness on the part of teachers is somewhat responsible for this. When teachers and pupils approach a test in the spirit of fear, its value is lost. In a test, the aim has been to give fair questions, not puzzles or catch questions, but simple problems involving principles that should have been thoroughly mastered. It is hoped and expected that, in the near future, tests will not be dreaded, but that they will be considered what they are intended to be, a means of pointing out to a teacher the strong and weak points in her instruction, and of requiring the pupil to place upon paper in a neat, concise manner, the results of his reasoning.

#### SPELLING.

Spelling is a mechanical process accomplished by persistent drill and steady application. We are striving to teach children how to study their spelling lessons, by requiring observation of the *form* of the word, thereby fixing its image in the mind. From the beginning of school life, the eye should be trained to perceive words as wholes; through such practice the visual image will be retained in the memory. If this habit is acquired in the first years of school life, wonders can be accomplished in the matter of correct spelling. By frequent dictation exercises, giving marked attention to words often misspelled, and by calling attention to peculiarities and special difficulties, the work is gradually improving. But correct pronunciation and distinct enunciation should be *rigidly* demanded. Syllabication, that essential to good spelling, should not be neglected.

In addition to spelling the word, it should be used in sentences until the meaning is fully comprehended. The child's power should be strengthened by requiring him to formulate sentences with given words. In our written spelling, diocritical marks are frequently required.

This year, for the 9 A grade, one hundred words from arithmetic and language were selected for the February work, the same number from geography for March, and from physiology and history for April and May; the words came within the experience of the pupils and aroused their interest. Such lists are invaluable and make the spelling lesson a unifier of all school work.

During the past two years, monthly tests have been sent to grades .6 B to 9 A inclusive. Results of these tests are on record.

**GEOGRAPHY.**

The teaching of geography is to many a most difficult problem, and important facts are imperfectly apprehended by pupils if teachers fail to impart a living interest in the lesson; but nature study, begun in our lowest primary grade, and systematically carried on through the grammar schools, together with supplementary reading, of which there is an abundance available, will make our teaching more effective.

Learning dry facts from text-books and reciting them in a perfunctory manner are no longer considered the proper means of acquiring a real knowledge of the earth as the home of man. The relations of cause and effect, as far as they can be comprehended by pupils, are taught in our schools; some facts are committed to memory. Formerly pupils were required to learn long lists of names of towns, rivers, and mountains, and the exact location of each, but now the pendulum has swung to the other extreme and the children of our schools have indefinite ideas as to the location even of important cities. It is of paramount importance to study cause and effect as our great educators who are versed in the philosophy of education insist that we shall, but the great majority of the people who support our schools rightly demand practical every-day knowledge.

On the whole geography is much more skillfully and scientifically taught than formerly, but some things in the old system of teaching need to be revived. Graduates of the grammar schools should have a definite idea of the true location of leading cities of the world and of the great railways and the cities and countries through which they pass. The teaching and text-book should take the place of that travel which would be the privilege of the ideal school, and which is so valuable a means of information and culture.

To adopt all the best points of the new ideas and combine them with the best of the old is a commendable achievement, and one that few have accomplished. Teachers in this city are allowed great freedom in their methods of teaching this subject; each one, so long as he follows the prescribed course of study, should develop the plan that appeals to him.

As a means of mental culture the study of geography may be made invaluable, as observation, imagination and language are exercised. Essentials must be carefully graded and interestingly taught; the human element must be combined with the physical; character of land, surface, climate, occupations, products, industrial development, and the history of countries and peoples must be briefly studied. Geography and his-

tory should not be separated, and geography and language should be closely associated.

In all grammar grades more attention should be given to the study of our own state and adjacent territory, because the geography of the area immediately surrounding the pupil is by far the most important to him. Oral and written descriptions of imaginary journeys and of real trips, that show occupations and productions resulting from surface and climate, should be more frequently required.

In teaching the causes which produce the succession of day and night and the changes of the seasons, a telluric globe is an invaluable aid in giving full and clear explanations to pupils. I recommend that such a globe be in use in each of our grammar buildings.

As stepping stones in leading the pupil's imagination from home to distant lands, good pictures are far more valuable than the old custom of adhering rigidly to the text. Many of our teachers have made excellent collections for this purpose. A well informed teacher, ready with questions and suggestions, with a good supply of well selected pictures, is equipped to bring out general conceptions instead of unrelated facts.

Map drawing is an important feature of our work. At the Exhibition which will be held in October, we shall display beautifully executed maps that show the contour, productions, animals, rivers, and mountains of each continent; maps that show controlling powers, forms of government, nationalities, and occupations; wool, cotton, wheat, iron, and silver areas. Also diagrams that illustrate relative heights of mountains and lengths of rivers; brief written work will accompany these maps and diagrams. The progressive outline maps, now in use, are highly satisfactory; for contour and productions, relief maps are excellent.

Several schools have held in their halls exhibitions showing the results of the pupils' observation and geographical training. Specimens of native and foreign products are collected and classified, the vegetable, animal, and mineral kingdoms are represented, maps are developed showing the sections from which each product is obtained, illustrated written articles, showing the ability to describe, and the art to write not only legibly but artistically are among the many interesting and instructive features of these exhibits.

Such a collection is of inestimable value as each member of each class feels a personal responsibility in making it a success. By searching for and learning about his contribution he is gaining knowledge of practical value.

The departments labeled "Cotton" and "Wool" are among the most

interesting features, for here the cotton plant and the raw wool are displayed, and manufacturers have given, without stint, samples of each in the various stages, ending with beautifully finished cloth. Through such exhibits, our pupils learn to observe, to compare, and to express in accurate language the results of their observations and conclusions.

Text-books and memory work are not to be discarded for without both our teaching will be faulty, but life must be put into dry facts and for memory lessons only summaries of valuable points should be given.

We aim to give a wide geographical vocabulary and great attention is paid to its spelling and pronunciation.

Incidental reviews are frequent and elaborate ones occasional, thus keeping the main points of the last lesson or the last subject fresh in the memory, enabling pupils to make comparisons and classifications of their knowledge and to discover new points from which new inferences are drawn.

Our course of study is progressive, no effort is spared to improve methods, so we reasonably look for better results in the near future.

#### HISTORY AND CIVICS.

History, foremost among the studies in strengthening and developing the memory, and invaluable as a means of inspiring patriotism, is intelligently taught in our schools. Recitations are made interesting, leading points, simply arranged and easily kept in mind are placed before the pupils, reviews and explanations are skillfully conducted.

Suitable questions in history contain those elements the answering of which tend to develop the judgment. Through narration, power of expression is trained; the reading lesson is enjoyed when allusions to history are understood: all these points are kept in mind by the thoughtful teacher. Little attention is paid to memorizing words and dates, but the lives and deeds of the men who have made our nation, and the relation of these leaders to our country, are dwelt upon and point out a moral to our pupils.

Historical maps are receiving considerable attention. Such maps, intelligently developed, furnish the nuclei for questions and animated discussions that draw forth valuable information. Throughout the course, geographical connections are observed. Those teachers who emphasize this point are creating a lively interest and laying a solid foundation for future historical work.

The systematic use of *The Ivanhoe Historical Note Books*, which contain forty-seven outline maps with alternate blank pages for notes, will

greatly aid us in placing vividly before the mind of the pupil the unity and continuity of historic events. At present these note books will be used in grades eight and nine, but I predict that their helpfulness will soon lead to a demand for their use in grades six and seven also.

History is made the basis of ethical instruction. Patriotism is taught by pointing out heroic deeds of peace and war—teaching commendable pride in our country because it is great and good.

In connection with the text-books, a limited amount of parallel reading and topical work is given, thus opening a path to the public library. In the ninth grade considerable of this work is done. Supplementary reading, provided a proper amount of study is required, is invaluable. On nearly every visit to our Public Library I see our pupils either in the reading room, enjoying the excellent books at their disposal, or going out with books for home reading. The works selected are largely geographical or historical, the latter predominating. School and Library co-operating are accomplishing a great amount of good.

As a means of illustrating the teaching of history and of showing the spirit of a people, well selected pictures are indispensable. For these purposes, very good collections are now found in nearly every schoolroom.

The same fault that exists in language work is observable in a few schools. Teachers are apt to talk too much, leaving the pupils little time or opportunity for expressing their knowledge. Topics after being intelligently taught should be assigned by the teacher for preparation by the class, and pupils should be held responsible for a full and clear rendering of the lesson.

I find also that pupils seem to have the idea that fighting for one's country is the only great and glorious way of showing patriotism. The importance of sacrificing one's life in times of necessity must not be underestimated, but our boys and girls must be taught *that* love to country which means obedience to its laws; they must be inspired with the desire to become useful and loyal citizens, and they must be enthused with lofty ideals of the obligations which rest upon them.

#### CIVICS.

This subject has received some attention in all our grammar schools. Principal Howard, of the Candace street school, has done such admirable work as to require special mention.

I was present at the last graduating exercises at this school when a very unique programme on *Civics and Citizenship* was presented. There was given a mimic representation of a session of the Rhode Island House

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of Representatives, a session devoted to educational matters, in which twenty-six boys represented the Speaker of the House, the Clerk, and the Page, and Representatives from twenty-three of our cities and towns. and five girls represented the Rhode Island Civic Association. This was, to my mind, one of the most instructive exercises that could be given by a graduating class of a grammar school. The Pawtucket representative distinguished himself in a forceful appeal for higher salaries and for tenure of office of teachers, while the gentleman from Warwick amused the audience by decrying educational progress and upholding old-fashioned methods of teaching and low salaries. Appeals from members of the Rhode Island Civics Association were respectfully heard, but a motion for adjournment promptly followed.

I have never heard better elocution in our grammar schools than that of the Class of 1900 of the Candace street school. This feature has been prominent all the year; in fact, the reading throughout this school is excelled by none and scarcely equalled by any of our grammar schools.

No study is more fascinating to school children of the higher grades than governmental history. They are justly proud of a good knowledge of the essential facts of our government, city, state, and national; they should be familiar with its plans and workings, and should be led to think of vital questions of government as affecting their own welfare.

Civics will be a part of the honor work in the ninth grade next year, and, in time, I hope to see it briefly taken up in both honor and pass classes of grades eight and nine. As a preparation for this study, Dole's "The Young Citizen" should be carefully read by grades six and seven.

#### PHYSIOLOGY.

As temperance physiology is taught in the primary grades, pupils come to us with fair ideas of matters pertaining to everyday health. Our course is planned to emphasize these ideas and to teach more fully the functions of the various parts of the body and the location of each part.

Good anatomical and physiological models should always be at hand in a recitation. In this respect we are particularly fortunate in having in each building excellent models of the heart, the lungs, the ear, the eye, and the brain. Studying models is the proper means of acquiring an accurate knowledge of anatomy and physiology. By such means only can we teach well the location, form, and coloring of the muscles, the heart's circulation, the anatomy of the chest organs, the function of the brain, and the structure of the ear, the eye, and the teeth. No better investment can be made than that of supplying each building with a complete set of these models.

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Year by year, there is marked improvement in the teaching of physiology. Memorizing and repeating what is imperfectly understood is a practice of the past; reasons for laws of health in relation to care of the various parts of the body are intelligently stated. When we consider that without vigor of mind, education fails of its highest objects, and that the mind is nourished, supported, and made effective through the health of the body, hygiene becomes one of the first and most important studies. Physical culture has played an important part in increasing interest in this branch, singing is so taught, reading should be, as to make the child conscious of the desirability of strengthening the vocal chords. The instruction now given in physiology is calculated to educate the present generation to wiser, more temperate habits of living, and to the betterment of morals.

#### WRITING.

The public demands most vigorously good, practical handwriting. Vertical writing is far easier to acquire than slant and makes legible and uniformly good penmen. The change from slant to vertical penmanship has entailed considerable extra labor on the part of teachers, but the concurrent testimony is that better results are now obtained than formerly. Our present system is bringing up the standard of excellence on the part of a majority of our pupils.

In many cases, children are permitted wrong habits of position and penholding that later teachers are unable to correct; improper penholding is a fault that hinders rapidity. A few have a tendency to write in a backhanded form, but practically every pupil writes legibly, many beautifully.

We have gained legibility and neatness, and are striving for the third requisite of good penmanship, rapidity. As the muscular action of the arm and hand must be developed before motions can be executed with speed, I consider the two books of the *Movement Course* essential to our work. These books afford a complete system of drills for each of the capital and small letters and for combinations of letters. The uniform beauty of the written work of our schools proves that our system is admirable, and shows the ease with which pupils acquire it, and the painstaking skill of our teachers.

#### HONOR COURSE.

The problem how to best adapt the course of study in our grammar schools to the needs of all our pupils has been wisely solved by our Superintendent and Committee, who, during the past year, introduced an honor



course which was pursued by the brightest pupils of each grade who are able to cover the pass course in three-quarters of the year, taking in each quarter one-third more than is assigned for regular or pass work.

This advance step is one of which we may well be proud. Its advantages are manifold; it infuses new life into our schools by separating the average from the quick child, thus allowing the former to give due attention to those essentials, the proper acquirement of which needs all his time and energy, and giving him opportunity to stand well in what he undertakes, thus avoiding those unfavorable and discouraging comparisons that must arise from having one course of study for both the average and the bright pupils. Its effect upon the honor class is even more marked; the spirit of the work seems to transform the class, an opportunity is recognized to rise above what is actually required, a new purpose is imparted. Words but poorly describe the enthusiasm awakened by this new course of study; it is the scaffolding by means of which we shall build up our grammar schools, making them more conspicuous than ever before for their usefulness.

Mental arithmetic, and reading of a more elocutionary character than that assigned to pass classes, has been honor work for grade six; the first steps in algebra and geometry, and the study of trees, for grade eight. Familiarity with algebraic expressions and symbols, and the ability to solve simple equations should be acquired in connection with the arithmetic course, and the elementary facts of plane and solid geometry should be explained. Excellent results have attended the course in algebra, and several classes have a fair idea of elementary constructive geometry and its application; such mathematical teaching in our grammar schools is an important factor in cultivating the reasoning faculty and in stimulating original thought. The study of trees is calculated to lead to an intelligent observation of the trees of our own State; their natural place of growth, size, general appearance, reasons for cultivation, and their leaves, flowers, and fruit. As an aid to teachers' observation, reference is made to Russell's "Native Trees."

Literature has been studied by seventh and ninth grades. The study of literature teaches the child to look up, not down, to soar beyond the commonplace in life, it creates a desire to associate with and breathe the atmosphere of the world-renowned authors, it develops a taste for the best classic literature, and for beautiful and inspiring poems, a desire for broader information, a better understanding of moral and ethical instruction and patriotism, it leads to a better knowledge of history, a love of nature is inculcated. The benefits resulting from the systematic study of

literature, at an imaginative and impressionable age, are incalculable. Then, too, the proper rendering of a prose selection or a poem has the greatest influence upon future reading.

Says Lord Bacon, "If I might control the literature of the household, I would guarantee the well being of Church and State." Since literature makes us the heirs of all the ages, what can be more important than to train the mind to rightly use and appreciate this glorious inheritance? A child accustomed, in early life, to good music and true art will not be attracted in later life by unmeaning jingles and coarse pictures; he will also be choice in his companionships, avoiding the frivolous and vulgar, and choosing "the good, the beautiful, and the true;" so in his later reading, he will delight in such works as in his school days stirred his soul to better thoughts and nobler aspirations. It is all important that the study of literature should begin during the *first* year of the child's school life, and that it be continued in wise gradation throughout his *entire* school life.

Longfellow, using as an outline the seventh chapter of Dr. Tarbell's new language book, has been faithfully studied by honor classes. This chapter deals, in a most comprehensive manner, with the life and works of the poet, and from its use our pupils have been led to realms of thought which will have a lasting influence for good. In addition to many other poems, ninth grades have studied *Evangeline*, and its intelligent rendering would convince the most critical that the meaning of each passage is well comprehended. Our pupils are delighted with the study of literature, and through it the finer sensibilities of their natures are quickened. An important feature of our work is the correlation of literature with language, history, geography, and drawing. All subjects are so taught as to favor correlation and progressive development.

Next year, honor work will include those branches already named, extra work in arithmetic, language, history, geography, and grammar, and the study of birds, plants, physics or civics, biography or mythology, general history, penmanship, and accounts—meaning simple business papers and cash and personal accounts. Birds and plants will be studied so that pupils may be able to distinguish all our common birds and plants, and to find out their names; those classes that study physics will gain power in observing and in reasoning for themselves. Biography, so potent a factor in pointing to high ideals, is always attractive to children, and mythology appeals to and thus strengthens the imagination, teaches ethical truths, gives appreciation of works of art, and is of great historical value. Under general history, events connected with the history of several countries may be briefly studied.

All examinations and promotions are upon regular or pass work. This year, pupils failing to earn diplomas were given an examination in language, arithmetic, geography, and history; all pupils, including those holding diplomas, who are eligible to high schools hold certificates of admission that state the school from which they graduated and the high school which they desire to enter, these cards are signed by the Superintendent, the Grammar Supervisor, or the Masters.

#### TEACHERS' MEETINGS.

Twenty grade meetings have been held during the year, the subjects discussed being reading and language. At each meeting two teachers took part, one conducting a class, the other reading a paper of her own composition. In the past two years seventy-five teachers have taken part in grade meetings or have read papers in the hall of the Classical High School; methods of teaching arithmetic, geography, spelling, language, and reading have been discussed. Through such meetings, a good teacher makes herself more widely useful, she plans her lesson with a definite aim in view, and develops her subject in a fine and elaborate manner which proves that much thought has been involved. The class work has been excellent, and many of the papers are worthy of publication in leading educational journals; visiting teachers have gathered new ideas and have been stimulated to greater effort, while participating teachers have gained higher ideals and broader aims.

In the early part of the year a meeting of teachers of the 6 B grade was called to consider methods of teaching arithmetic, later the 6 A teachers came together for the same purpose. In May, several meetings were held to direct work for the coming exhibition.

One of the finest papers prepared for our teachers' meetings was on Language. In recording its worth, I am reminded of a great personal loss and a loss to the whole school department. The death of Miss Georgiana M. Hall, critic teacher at Point street grammar school, has removed from our circle one of our most efficient and conscientious workers, a woman of sterling character, whose influence was strong and inspiring and who won the high esteem of her associates. By natural aptitude and scholarly attainments she was particularly well equipped for her chosen work in which she was faithful to the end. In the prime of her usefulness she has been taken from us, but her memory will be cherished as that of a sister, trusted, and beloved.

The past year has been one of general progress in the grammar schools, and the coming year with its improved courses of study gives promise of

marked advancement. To the School Committee as a body and as individuals, and to the Superintendent, I am especially grateful for the ready support accorded me in my work.

Respectfully submitted,

SARAH DYER BARNES,

*Supervisor of Grammar Schools.*

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REPORT OF THE SUPERVISOR OF PRIMARY SCHOOLS.

TO THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE:

GENTLEMEN: In reporting upon the present condition of the primary schools of the city, it will be necessary to consider not only conditions as they are, but such recent changes as have contributed to those conditions, the reasons for them, and the tendencies for the future.

It is often difficult to distinguish a local and temporary movement from one of those greater ones which touch the whole educational life of the world. The former are merely experiments in ways and means, brought about by local conditions or deficiencies, but liable to be replaced by others aiming at the same end. Such are experiments in methods, caused by discovering that now the form of instruction is receiving so much attention that the thought or meaning is lost or left to chance, now the thought side is so emphasized that forms are becoming inaccurate. In every good school a continual readjustment of these matters is going on, and where the body of teachers is well-trained, earnest, and faithful, the detail of such matters is their province. Change in these lines is often neither an advance nor a retreat; it is an indication of healthful life, of recognition of deficiencies, and of weariness of routine.

The greater movements are the result of much greater forces. They are brought about by large and permanent changes in the ways of life, and by positive additions to the store of knowledge in the world. They are as much forced adjustments to the new order of things as those of any other evolution, and on the wisdom of those adjustments will depend progress and survival on one hand, stagnation or death on the other. To keep in touch with these movements is the duty of all connected with education. To lose sight of them and their significance, is to lose the key to the solution of all the smaller problems.

Comparisons are often made between the "new education" so-called, and the old, to the disadvantage of the new. In these comparisons it is

usual to give all the credit of raising "the giants that were in the earth in those days" to the schools as they were, and the deficiencies of the present generation to the schools as they are. Such comparisons give the schools both credit and discredit for more than belongs to them. The out-of-school life of those days contributed much to the development of youth in which our modern life of cities and towns is entirely lacking. Home duties, out-of-door sports, care of animals, care of gardens, and all the numerous activities which fall to the lot of the country boy contribute to a development of the physical life, to an awakening, quickening, broadening of the mental life, to arousing a sense of duty and responsibility, which strengthens the moral life, and fit him to make the most of a school life even if it be a meagre one.

Nature study in schools is the result of the demand to provide the children with opportunities to replace those of his ancestors in field and garden; physical culture comes to relieve the strain of physical inaction through longer hours of confinement, manual training and drawing to replace the lost opportunities for unifying brain and body, and gaining self-control, endurance, sense of responsibility, and duty. Not one of these is an accident or a fad; they are the result of the first great force mentioned as causing the great movements—permanent changes in ways of life.

Not only life conditions and changes in those conditions determine and modify what studies and occupations children shall pursue in school. Definite additions to the store of knowledge in the world is the second great force not to be ignored.

It has seemed to the general public—not of this city alone, but of the whole country—that the demon of change had taken possession of school authorities. Courses of study have been re-arranged, some things being introduced earlier in the course, others pushed ahead, some added and some omitted, all apparently merely to satisfy the desire to try something new. But the force back of these movements is something greater than fancy or desire for novelty. It is the inevitable adjustment to new thought—the consequence of the progress of science.

Educational philosophers dating back more than half a century—notably Froebel, Herbart, and Herbert Spencer—advanced as theories many ideas since reached through investigation by scientists in the fields of both biology and psychology, and now accepted as facts by the scientific world.

Many of these have a direct bearing upon school work in its detail. The sequence of the development of functions, the relation of

physical conditions to mental states, the effect of mental states upon physical conditions, the effect of physical action on mental growth, the effects of mental action on physical growth, the proportion of fatigue attending different studies and different times, and the effects of fatigue upon the child and his work, have all been made the subjects of profound study by those best qualified to do so and to report upon results.

Philosophers and scientists agree that children should not be called upon for activities not yet developed—that while these activities may be forced, it is at the expense of health of body and full mental development. They also agree that activities naturally manifesting themselves in children indicate the order of development, and that undue restraint results the same as premature exercise in arrested development. They agree that the first six or eight years of life are the ones in which the co-ordinations between the brain and the larger muscles are affected. Their best exercise is found in the activity of the whole body, of arm and leg movements such as the child naturally uses in play. The next four or five years is the period of co-ordination of brain and finer muscles, giving skill in execution. During the period from twelve to twenty is developed power of endurance of both brain and body—power to work or study long hours.

The primary school period covers the years from five or six to ten or eleven. Unless those years are devoted to such activities as will aid nature in her work of development the later work can never be done in its perfection.

These years cover two periods—that of the co-ordination of brain and larger muscles, and that of the co-ordination of brain and finer muscles.

The mental states of the two periods seem to relate closely to the physical states. The attention of the child during the first period is occupied with things, plants, animals, natural phenomena, people—never one thing long at a time and never voluntarily—only as long as he is interested. His reactions are imitative and dramatic. During the second period a great change takes place. His power of voluntary attention, of concentration, of intensity seems to develop side by side with the skill of hand and finger. His reactions are more original and less imitative, more constructive and less dramatic.

To understand what nature is doing during these two periods and so to fit the school course, both in physical and mental work to these natural processes that the best possible development shall result, should be the aim of the primary school.

The practical application of these principles to a large public school

system is difficult, and can be accomplished no faster than public sentiment and the readiness of the teaching force will allow. In places smaller than Providence and in some private institutions, they have been made the basis of the course of study, and have been tested long enough to show that children of the age of those of the fourth and fifth grades, who have passed the first three years in directed work and play, with much nature study, history, and literature, learned through observation and conversation with every opportunity given for oral and physical expression, but with much less attention paid to reading, writing, and arithmetic, than in public schools, show mental power far beyond those trained more intensively in what are usually considered as school subjects, and a better knowledge of those same subjects.

In the growth of the primary school course of study in Providence these principles have been considered as far as was practicable with existing conditions. The work of the first year in school from the standpoint of school subjects has been made very light in order that our pupils who are only five years old, and whose absence in severe weather is very great may accomplish it in the year and pass on, and also to allow time for other exercises—story-telling, physical exercise, blackboard drawing, handwork of various kinds—more essential even to the mental development of the child than what is obtained from books.

The work is extensive, opening the minds of the children to as many sides of life as possible. The nature work varies with the seasons, leading the children to observe nature in all its varying aspects, and to see the use and beauty in all. The material studied includes natural phenomena, plants, animals, and people. The features most appealing to the child are life and action, his own most prominent characteristics, and through these interests he is easily guided to higher and deeper ideas of nature's purposes than his own unguided observations of mere external phenomena would bring him.

Perhaps to an outsider the crude drawings of the children illustrating the stories which are told to them, and even the stories themselves—the old stories of Cinderella, of Red Riding Hood, of the Three Bears, and others of the same kind, may seem out of place in an educational system. But in the light of development along natural lines they are a great factor in education. The child who tries to illustrate such a story is gaining power both to think events in their sequence, and to picture to himself conditions; two of the essential powers that all school life is striving to secure. If in each succeeding grade these powers could be exercised in pursuits as closely connected with the child's interests as

are these stories, each grade showing interest in higher and deeper subjects we should be saved many of the appeals to false motives, which throw the child's consciousness back upon himself instead of out upon the world.

In the first grade are also used in the same way stories of Washington, of Lincoln, of the Pilgrims, and of Whittier, and Longfellow.

The reading at first is from script on the blackboard, the sentences either composed by the teacher, or obtained from the children, and closely related to the interests shown in the other work. After ten or twelve weeks blackboard work during which the children learn to recognize some fifty or sixty words in both script and print, they read one or two primers.

It is not supposed that this first year's work will give the pupils power to read new matter composed of new words at sight. It introduces them easily and pleasantly to a new means of expression and of acquiring information, and gives them quite a large vocabulary of words closely connected with their other interests, which, used in connection with the knowledge of sounds of letters, taught separately from the reading lessons results in the power to recognize new words in the next half year.

The number work of the first year is of the most informal kind. It consists of counting, measuring, telling stories in which the number element plays a large part, and is almost wholly concrete. No written or figure representation accompanies it but laying material on the desk, drawing on blackboard and paper, and cutting paper to illustrate number stories are the occupations connected with it.

The writing of the first year children is done entirely on the blackboard, with individual exceptions of children older than the others; these are given occupations different from those of smaller children learning the same lessons. Through the blackboard work the children acquire freedom of movement, general ideas of forms and proportions of letters in a way better suited to the natural muscular movements of children than through finer work with pen or pencil. The beneficial effects of this method of starting are already apparent in the work of children of the second and third years, from the standpoint of the writing, while the hygienic advantages of large, free work with opportunity to stand and move are immeasurable.

The subjects pursued in the second and third years are the same as those in the first. The nature work, history, literature, and language work are conducted by observation and conversation, the children



expressing themselves freely as in the first year in conversation and in drawing, and also by written exercises. The improvement in the character of the written exercises in these grades during the last two or three years has been remarkable. It shows a great growth on the part of the teachers in the power of so presenting the subjects to the children as to awaken their interest, reach their understanding, and lead them to thoughtful, original expression.

During the second year the children gain the power of reading much easy matter at sight, and of recognizing new words when diacritically marked. Great advance has been made in the power of children of these grades to read at sight during the last five years. During that time many supplementary readers have been added to our list, and the interesting character of these books, their correlation with the history and literature work, combined with the improved work which has been done in phonics have had a decided and beneficial effect on the reading in all the primary grades.

The writing of the second and third years carries out the plan begun in the first. The aim is for freedom first, details of form and proportion second. Each is obtained first at the blackboard, next with pen and paper. The study of forms and proportions is made at the board, while the work on paper is aiming at freedom of movement. The effect of the blackboard work on the work on paper is excellent.

The requirements in arithmetic in the second and third years are light. The aim is to acquire the power to picture conditions, to compare quantities, to learn the fundamental number facts, and to apply these facts to corresponding quantity relations. Only small numbers are used and all new work is presented concretely. The work is being well done and the results are very satisfactory.

The first three years have been considered separately from the other two primary years, and to some extent together because owing to the needs of the children of these grades the purposes and methods are different from those of the succeeding two. Our greatest need in these years still remaining unsatisfied is the need of more exercise—exercise into which both the element of play and the element of work shall enter, and which shall afford social opportunities slightly different from those afforded by the other conversational work. Our lowest grade rooms contain too many seats and too many pupils. The rooms themselves like the buildings in which they are situated are admirable. If forty-two pupils were the maximum number in first year rooms the seats could be so placed as to leave a large area in front for work and play, and the

class work given to three divisions instead of four, thus leaving a free period both morning and afternoon for the much needed motor training of the children.

The fourth and fifth years of school are the years of co-ordination of the finer muscles with the brain. If suitable exercises have been given earlier to establish the firm foundation, these years should begin to show in all work more skillful movements; in the making of things, a better working out of detail.

The mental correspondence with these physical changes is indicated by finer shades of thought, more attention to incident, a clearer conception of motives, a decided preference for accuracy. Nature herself has marked for us our course during these years. They are the years in which all the material gathered in the preceding years is gone over, classified, seen in its relations, used, and what should be a permanent possession fixed in the mind. A good handwriting, the correct use of the written forms of language, the knowledge of the fundamental facts and processes of arithmetic should be permanently acquired during these years. Before this time thoroughness in these lines cannot be expected without a sacrifice of what is far more valuable in early years; after these years, the drill, the repetition which are necessary to the development of skill in any line, and which are easy at this period because natural, are impossible.

The power of closer attention belonging to this period, the analysis of motives, the broadening of ideas of right and wrong should be strengthened through the geography, history, and literature work. One of the strongest influences in moral training of children in schools is the study of human life;—life as it is now on the earth, what the people are doing and why, as it may be learned in connection with geography; and the lives of the good and the great as recorded in history and indicated in literature. It is second only to the personal example of the teacher.

The plan of the work of these years is based on these principles. The mental work closely follows these lines, but science has not yet its rightful place and the handiwork which should aid in an all around development of brain and body is represented only by the sewing which is part of the girls' course. This work is of the right kind and in the right place, but should be supplemented by other work both for boys and girls calculated to give practice requiring skill and accuracy.

The beneficial effects of the schools in charge of Mrs. Esten, not only on the pupils of those schools themselves, but on the schools from which they have been removed are immeasurable. Another class of pupils

now becoming so numerous as to call for special attention are the non-English speaking foreigners, many of whom—chiefly Italians and Armenians, but including Hebrews, Germans, and French Canadians—are entering our schools at the age of ten and over, unable either to speak or read English. For these pupils who, with the right kind of instruction fitted to their needs could advance much more rapidly than when in the class with children much younger than themselves, a special school is much needed.

Of the excellence of the work of our training schools, the work done by the young ladies coming from them to take positions in our schools is the best evidence. Their ability to manage and to instruct, their earnestness, and faithfulness in their work speak in the highest terms of the work of our critic teachers.

The progress already made in primary school work, and that which we have the best reasons to expect in the future is largely due to the qualifications which our teachers bring to their work. They come not only with high attainments, both academic and professional, but with an earnestness and faithfulness, a spirit of love toward the children and toward the work, which result in the happiest relations between teachers and pupils.

The present condition of the primary schools of Providence is a healthy one. Good faithful work is being done along many lines. The changes which the twentieth century will surely bring to us will be those of growth—those resulting from changing environment and increasing knowledge.

Respectfully submitted,

ELLA M. PIERCE,  
*Supervisor of Primary Schools.*

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#### REPORT OF THE SUPERVISOR OF KINDERGARTENS.

TO THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE:

GENTLEMEN: The introduction of the kindergarten into the public school system has been more gradual in Providence than in many other cities. But steady progress has been made, and recently the increase has been more rapid. The addition of five new kindergartens at the beginning of the past school year raised the whole number to twenty. Thirty-one kindergarteners were regularly employed throughout the year. Beside these, ten members of the senior class of the kinder-

garten training department of the Rhode Island Normal School, acted as assistants during their term of practice. The total number of children enrolled was 1,476.

It is now nearly fourteen years since the first public kindergarten was established at the Smith street school, in December, 1886, and during the first half of this period only six additional kindergartens were opened. These were at the Putnam street, Federal street, Beacon avenue, Charles street, Almy street, and Benefit street schools, and were established in the order named.

The increase was slow in these early years because those in authority hesitated to expend public money for a form of education for children under school age, for which it was by no means certain that there was a demand. The idea that play has an educational value was not generally understood. Froebel's plan for developing the young child, physically, intellectually, and spiritually, through directed play, and for seeking in the most impressionable period of his life to systematically train his senses and perceptive faculties, and to develop motor power, met with little favor at first.

In this city, the work of proving the educational value of the kindergarten was almost wholly performed by the Providence Free Kindergarten Association. The members of this association were convinced of the truth of Froebel's ideas, and realized their broad significance. They recognized, also, as is stated in one of the reports of the association, that "the assured and permanent success of any large movement for better education rests upon its adoption as a part of the public provision for all classes of people," "that kindergartens for the wealthy or charity schools are both of small concern as compared with kindergartens as a part of the public school system."

It was the aim of this association to aid the school authorities by stimulating a sentiment in favor of the Froebelian method of training young children, and also by establishing and maintaining kindergartens at private expense, until they were proved successful, and should be accepted by the city; and the present prosperous condition of our kindergartens is due in large measure to the efforts of members of this association.

The progress made in recent years has been most encouraging. At present about one-third of the primary buildings have such classes, but, as there are still so many districts where the children are deprived of advantages which others enjoy, it is hoped that it may be possible to greatly increase the number in the immediate future.

The recent introduction of transition classes has made it possible to greatly extend the influence of the kindergarten. These classes are composed of children from the kindergarten and of others who are entering school directly from the home. The children attend only in the afternoon, and use the room occupied by the kindergarten in the morning. The number of pupils has been limited to thirty to one teacher, who is usually the kindergartener in charge during the morning session. There were seven transition classes at the beginning of the year, and so great was the satisfaction given by these that four more were opened in February, and another in April.

One great advantage of such classes is that they make the change from the home or kindergarten to the school easier for the child. Greater physical freedom is allowed through the continuance of games or plays, and the use of kindergarten furniture and material; at the same time beginnings are made in reading and in the undirected hand-work of the school.

Under this arrangement, since the afternoons are occupied, there is, unfortunately, insufficient time remaining for the visits at the homes of the children, which are a part of a kindergartener's work, and an important means of strengthening the bond of union between herself, the parent, and the child.

How to bring the home and school into closer and more sympathetic relations, thereby securing more intelligent interest on the part of the parents in the work of the school, is coming to be recognized as an important educational problem. One means of securing this closer sympathy is through mothers' meetings. These have always been a feature of kindergarten work, and now that the time for visiting is more limited, these meetings are assuming a new importance, as affording almost the only opportunity for becoming acquainted with the mothers. They necessitate considerable additional effort on the part of the kindergartener, in the rearrangement of the room, provision of light refreshments, and the preparation of the programme, but those who have made the effort have been well repaid by the ready response and sincere appreciation of the mothers.

A number of these social meetings were held last year, and as these and others held in the past have been productive of so much good, it is hoped that they may be more general in the future.

While it is a matter for regret that more kindergartens have not been opened in this city during the past years, yet by proceeding slowly mistakes have been avoided, which have frequently been made in places

where the system has spread more rapidly. It has been possible to secure a high degree of excellence in the work done, and to keep the kindergarten true to the principles for which it stands. Its influence has slowly spread, and a strong public sentiment in its favor has been developed, which has now become firmly established. A secure foundation has thus been laid upon which future development may be safely based.

Respectfully submitted.

BESSIE M. SCHOLFIELD,  
*Supervisor of Kindergartens.*

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#### REPORT OF SUPERVISOR OF DISCIPLINE AND SPECIAL WORK.

##### DISCIPLINARY AND SPECIAL SCHOOLS.

##### TO THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE:

As teachers and educators have through child-study come to a better knowledge of the child and his development, a more rational system of discipline and education has been sought out. From the old time method of "ruling by the rod" and compelling every child to submit to the same conditions or break in the process to that of the present, in which special treatment and environment are the leading factors, is a great advance in the educational world.

The doctrine of heredity, as commonly held, is rightfully giving way to that of environment. It has been wisely said that if at birth the child's bodily and mental organization is complete, if the acquired characteristics of parents are handed down to offsprings, there the matter would end, there would be an end to individual effort, there would be no use in striving after noble and lofty ideals, the curse or blessing of inheritance would be permanent; but an all wise Father has not left us in such a hopeless condition. The influence of heredity is without doubt considerable, but scientific investigation has proved that environment is more powerful. Character is mainly the product of environment. A careful observation of the growth and development of a child as he passes through the stages of childhood and youth to maturity proves that these early periods are designed as a time of preparation for a mature and noble manhood, the highest product of evolution. In these transition stages he is easily acted upon by the innumerable influences which surround him and is molded and fashioned by them

according to their nature and kind. It becomes then the duty of parents and teachers so to modify these influences and so to arrange conditions that the child shall receive just the training suited to his undeveloped condition. The child oftener errs through this incompleteness than through maliciousness, and punishment does not remove the condition. His crude and erroneous ideas of right and wrong must be changed—not by corporal punishment but by training. He must be brought under the influence of such intelligent training and methods as will lift him to the highest plane occupied by the majority of his fellow beings.

It is upon this plan of special training and adjustment of conditions that our schools for special discipline (training) and instruction are conducted.

October 30, 1893, three schools of this class were organized and made a part of the public school system of Providence. The following year four additional schools were opened, making seven in all.

The purpose of the School Committee, in establishing these schools, was to provide for those pupils for whom our graded schools are not well adapted, in that they fail to meet the individual needs of certain pupils in regard to instruction and discipline.

At first only those pupils who could not be controlled by any means at the command of the teachers in our regular schools were placed in these schools. From a careful study of the needs of the pupils sent, it was evident that certain conditions existing in the regular schools were the cause of a large majority of these children becoming indifferent, idle, and rebellious, and if the pupils could be removed before these latter stages developed, a great benefit would be conferred on the regular school, and a lasting good to the pupils themselves. Hence the following classes of pupils have been provided for.

A large percentage of the pupils in our regular schools can attend only one term in a year, and in consequence of this fail to keep up with their grade work. The number of pupils to a teacher (40 to 50) in the graded schools prevents her from giving to these pupils the individual help they need, hence they fall back from time to time into younger classes, become old in years and discouraged. In the special schools, owing to the smaller number of pupils (20 to a teacher), they can receive just the assistance they need and soon make rapid progress in their work. Other pupils in the regular schools fall below grade in one or two studies and are obliged to take the grade over. Children that fall below in grade work are not necessarily dull, indifferent, or vicious, usually they are of slow mental growth and not quick of apprehension, but are

among the most industrious and worthy of our pupils. These pupils in many cases lose interest in their work, and, unless better provided for, become listless and indifferent.

In the special schools all grades are represented and these pupils can recite in one grade in arithmetic, in another in language, etc., and, as more attention is given to the study or studies in which they are deficient, they are soon brought to an even grade, when they are given the opportunity to return to the regular schools. The grade work in these schools, except in drawing, is the same as in the regular schools, and all pupils are kept strictly to grade in the essential studies.

Another class provided for is composed of pupils who have some physical defects which disable them from doing the amount of work required in the regular school in the given time. In the special schools these pupils are given just the amount of work they are able to perform well without injury to themselves, also such exercises as are adapted to improve their physical condition.

Intelligent foreigners who are too old to enter the grades in which their present knowledge of the English language would place them, receive here instruction adapted to their needs.

The discipline in our regular schools is good, and a spirit of harmony and good will prevails, which is a source of gratification to us and of profit to the pupils, but in all large systems of schools, as in generations past so in generations to come, until the millennium, there have been and will continue to be certain pupils who cannot get along with certain teachers without friction, and who are brought into submission to ordinary school authority with difficulty. This condition may arise from trouble with their work, early home training or lack of it, dislike of the teacher, unjust criticism of parents, or ignorance on the part of teachers of child nature and development, etc. From whatever cause it comes, to allow it to continue would be detrimental to the teacher's influence, harmful to the school and injurious to these pupils themselves. It is not just that a teacher, desirous of devoting her energies to her well disposed pupils, should be constantly hindered by a few mischievous or unruly spirits. She has a right to be relieved. Neither would it be right to compel pupils to remain in a school where from some real or fancied cause, they are not happy and feel that their efforts are not appreciated. This condition of things, owing to their immature development, would call forth the evil of their nature rather than the good. These are not bad pupils, but misfits in our regular schools. Our duty is to place them under such conditions and such training as will call forth their best



efforts. This is done either by adjustment of conditions in their present schools, or by transferring them to other regular schools. If neither of these proves effectual, they are transferred to one of the special schools. Here they come under the influence of strong, sympathetic teachers, who believe all boys will be good if placed under proper treatment and who make an individual study of each pupil with a view to finding out his needs and adapting their instruction and discipline to his particular case. Too great credit can hardly be given to these teachers for their care, instruction, and management of these boys. They are women of refinement and culture, imbued with a love for their work, and are constantly seeking by study and observation to understand child development and child nature. They also labor earnestly to implant in the minds of these boys a just conception of their duty to themselves and to those around them, and a wholesome respect for lawful authority. They aim to make their school-rooms and school work pleasant and alluring to their pupils. These teachers were selected from the best of the public school teachers in this city on account of their interest in boys and their adaptability to this work.

During the past six years they have met weekly with their supervisor for the purpose of studying and discussing the best means of governing and disciplining their pupils and inculcating in them right motives of action, correct habits, and proper respect for lawful authority. During this time they have studied critically Abbott's "Gentle Measures in the Training of the Young"; White's "School Management"; Parker's "Talks on Pedagogics"; Donaldson's "Growth of the Brain," supplementing this last study with a course on Neurology at Brown University; Herbart's "Introduction to the Science and Practice of Education"; McMurry's "Method of the Recitation"; Warner's "Study of Children;" and Fairbanks' "Introduction to Sociology." In September, 1894, a Round Table for Child Study was organized and has since been maintained.

The order in these schools is good, the pupils are quiet, industrious and interested in their work, and this result is obtained, not by corporal punishment, but by special treatment and adjustment of conditions according to the needs of the pupils.

These schools were never designed as places of punishment for pupils, nor ought attendance here in any way to stigmatize them. The mistaken ideas that prevail in the community in regard to the purpose and aim of these schools is caused in some degree, by the term "Disciplinary," and by unwise remarks of teachers and pupils of the regular schools who do not understand the work of these schools.

These pupils have, with two exceptions, no playground attached to their schools, hence no recess is given, but each session is shortened fifteen minutes instead. In the time of recess in other schools physical exercises are given and each pupil is allowed to leave the room as his needs demand. This prevents all intercourse of the pupils during school hours and as they come from different parts of a large district, with care on the part of parents, but little intercourse can be had on the way to and from school. The smaller and feeble children are allowed to leave school five or ten minutes earlier than the older and larger, if their parents so desire. The above arrangements show how erroneous the idea held by some parents and teachers is that these pupils are harmful to each other.

Mainly through the generosity of Superintendent Tarbell, each school has been provided with a library of about sixty volumes of choice literature and a weekly copy of "The Youth's Companion" for the use of the pupils. The pupils are permitted to take home these books if they so desire and nearly all avail themselves of this privilege. Those pupils who come early are allowed to occupy their time before school in reading interesting literature, instead of spending it upon the street. This opportunity for reading has materially lessened lateness.

The following record of the work done in these schools since their organization will show their value in the school system of Providence :

From their organization to June 29, 1900, 1,727 pupils have been provided for. Of this number, 1,317 were transferred from the regular schools for adjustment of grades, unsatisfactory conduct, irregular attendance and truancy, 410 were given permission to attend for special instruction. Included in this 410 were 54 foreigners who entered these schools for the purpose of acquiring a knowledge of the English language. Many of the latter had received a liberal education in their own country, but could not speak a word of English. Two were soon able to enter High School, one was prepared to take the examination and enter the United States Navy, 6, to enter the grammar schools, 34 acquired sufficient knowledge of the language to go to work, 4 left—cause not known, one left from illness, one moved out of the city, and a family of five Cubans, who were here during the Spanish-American War, were instructed in English during their sojourn in this city. The father, who was a prominent man in his own country, soon acquired sufficient knowledge of the English language to teach his own, and thus aid materially in the support of his family. As the ages of these foreigners when entering, with three exceptions, ranged from 14 years to 52 years, it will be

readily seen that they could not be well cared for in the regular schools. Four hundred and twenty-nine pupils were returned to the regular schools, in which 81.7 per cent. maintained themselves in good standing, and 18.3 per cent. returned for a second trial, 605 (35 per cent.) over 15 years of age left to work, 149 left under 15—129 to work, and 20 cause not known. Most of these pupils who left under fifteen years of age were excused from attendance at day school and allowed to work on account of the needs of their parents, and required to attend evening schools.

These schools are pre-eminently the working boys' schools. Many of the pupils work as opportunity offers, and when not employed return to school until they can find another place. This going and returning makes no extra trouble for the teachers, as all grades are represented and the teachers are only too glad to keep the boys from the street.

It is of incalculable advantage to this class of pupils to have the opportunity of continuing their studies while supporting themselves.

The advanced age, at which many of the above pupils entered, will explain why so large a number left without completing the course.

The entering ages of 445 of these older pupils were as follows:

232 were 14 years,	8 were 19 years,
94 were 15 years,	16 were 20 years,
45 were 16 years,	5 were 24 years,
21 were 17 years,	3 were 25 years,
16 were 18 years,	2 were 40 years,

and one each, 21, 23, 30.

Of the remaining pupils who have left, 34 have gone to parochial schools, 92 have moved from the city, 2 have graduated, 3 have gone to private schools. 24 have been transferred to the school for feeble-minded, and 105 have been sent to the Reform School for truancy and outside misconduct. No pupil has been sent to the Reform School for misconduct in school.

Only eight pupils have been excluded. Six of these were pupils beyond school age who either refused to attend school regularly, or who had acquired habits that made them harmful to the other pupils of the school. Of the two under school age, one was partially insane, and one vicious. The large number of pupils sent to the Reform School from these schools is due to the fact that they are used by the truant and probation officers as trial schools.

Pupils who are irregular in attendance, being allowed by their parents

to remain at home for trivial causes, are placed here to be better looked after by the truant officer, who visits these schools to inquire after the attendance. A large number of habitual truants are given a chance in these schools to redeem themselves before more severe measures are resorted to. Many convicted of truancy are also placed here on their promise to attend school regularly, and sentence is deferred as long as they keep their promise.

The teachers of these schools do their best to interest such pupils and to make the school life more alluring than the street, and in many cases succeed. They also keep the parents and the probation officer informed of the daily attendance of these pupils.

A recent attempt was made by the teachers of these schools to find out the occupation and standing of the pupils who had left previous to September, 1896. So long a time had elapsed that many were lost sight of, but 214 were found to be employed in mills, and 130 were employed in 52 different places of business in this city. All were self-supporting and many were occupying positions of trust.

The record of discipline and of Schools for Special Discipline and Instruction for the school year 1899 and 1900 was as follows:

Four hundred and fifty-nine different pupils were sent to the office for adjustment of conditions and discipline, 254 from the grammar schools, and 205, from the primary schools. Of this number, 196 were returned on trial and favorable reports received of their standing; 175 were transferred to the Schools for Special Discipline and Instruction; 45 were transferred to other regular schools; 11 went to parochial schools. 16 went to work; 4 left, being beyond school age; 5 were excluded, 2 moved from the city, 1 went to a private school, 2 left on account of sickness, and 2 were sent to the Reform School.

The following tables will show the work of the disciplinary schools:

## YEARLY REPORT OF DISCIPLINARY SCHOOLS.

1899-1900. SCHOOLS.	Whole number en- rolled.	Number returned from previous year.	Number since en- rolled.	Returned to reg- ular schools.	Graduated.	Parochial schools.	Other private schools.	Gone to work.	Moved.	Died.	Excluded.	Left, over school age.	Left on account of sickness.	Number sent to Reform School for truancy.	Number retained.	Total.	Returned for sec- ond trial.
Aldrich.....	45	23	22	12	.....	.....	.....	9	.....	.....	1	3	1	2	17	45	2
Harrison.....	100	45	55	10	.....	.....	1	28	2	.....	.....	5	3	5	46	100	.....
Hospital.....	56	23	33	7	.....	3	.....	10	5	.....	.....	.....	.....	1	24	56	.....
Meeting.....	66	27	39	10	.....	1	.....	10	7	.....	1	1	.....	3	33	66	1
M. L. Pleasant.....	98	53	45	7	1	1	.....	26	4	.....	.....	3	.....	3	53	98	.....
Orms.....	59	28	31	3	.....	.....	.....	20	2	.....	.....	2	2	.....	30	59	.....
Pallas.....	47	26	21	3	.....	.....	.....	13	2	.....	.....	.....	.....	3	26	47	.....
	471	225	246	52	1	5	1	116	22	.....	2	14	6	23	*229	471	3
			471														

\*Twenty-nine additional pupils due to return from work.

1899-1900.  
YEARLY REPORT OF DISCIPLINARY SCHOOLS BY GRADES.

No. BY GRADE.	ENTERING AGE AND GRADE OF PUPILS.																			
	1890-1900.																			
	1B	1A	2B	2A	3B	3A	4B	4A	5B	5A	6B	6A	7B	7A	8B	8A	9B	9A	UN	TOTAL
Aldrich.....					2	1	2	3	1	1	2	6	6	7	1	1				45
Harrison.....	1		5	3	7	11	12	6	4	11	7	12	5	7	5	1	1		2	100
Hospital .....	1	3	4		5	6	5	6	12	3	3	2	3	1	2					56
Meeting.....	1	1	1	1	1	6	1	5	6	11	8	5	4	2	1	2			10	66
Mc. Pleasant .....		2	1	7	3	7	1	17	5	9	11	15	9	3	7		1			98
Orms .....	7	5	4		4	3	5	2	4	4	6	2	6	3					4	59
Pallas.....					1	4	3	9	5	4	5	7	4	2	1	1			1	47
No. by Grade.....	10	11	15	14	25	38	36	42	36	45	54	46	35	24	17	4	2		17	471
Average Age by Grade.....	9.4	9.4	11.5	9.8	10.8	10.5	11.6	11.6	11.7	12	12.6	12.8	13	13.2	13.7	13.8	13.5			14.1

Since having charge of these schools, it has been gratifying to note a growing disposition on the part of parents and of the teachers of the regular schools to consult your supervisor, when their children or pupils begin to be unsatisfactory in conduct and lessons. This is as it should be, as it has enabled her, with their co-operation, to adjust conditions before a crisis has been reached. This has materially lessened the number of pupils sent to these schools for discipline. "An ounce of prevention is worth a pound of cure." For this reason and because of the large use made of these schools by the working class of pupils, foreigners, etc., but principally because the term "Discipline" is regarded by the public at large as a term of reproach, your supervisor would respectfully recommend that the name of these schools be changed from "Schools for Special Discipline and Instruction" to "Schools for Individual Work."

Respectfully submitted,

RHODA A. ESTEN,

*Supervisor of Discipline and Schools for Special  
Discipline and Instruction.*

NOTE: Oct. 24, 1900, the name of the above schools was changed as recommended, and the title of the supervisor changed to "Supervisor of Discipline and Special Work."

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#### SCHOOLS FOR BACKWARD CHILDREN.

##### TO THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE:

The first school for backward children in Providence, R. I., was opened December, 1896; a second, December, 1897, and a third December, 1898. From the organization of these schools to June 29, 1900, was a period varying from nearly four years to a year and five months. During this period 82 different pupils have been enrolled, and of this number 13 have been transferred to other schools, 16 have left to work, being beyond school age, 3 have moved out of the city, 2 left, cause unknown, 1 left, unimprovable, 1 has died, 1 has gone to a parochial school, and 45 remain under special instruction.

The principles and methods obtaining in these schools have been as follows: As physical development must precede mental with these children, daily exercises have been given tending to train their muscular systems to a regular and ready response to commands given by the teacher, the object of this drill being to strengthen the muscles and improve their co-ordination. Other exercises have been given that required judgment and choice on the part of the pupils, simple at first but gradually increasing

in difficulty as the pupils were able to receive them. Care has been taken to find out their likes and dislikes and so to arrange the work that each subject presented should, as much as possible, bear on something in which they were interested, thus encouraging expression on their part. Simple stories, relating to dear and familiar objects, or events in real life, illustrated, if possible, by the teacher, have been told them, at first following them simply to listen, afterwards talks were given upon these stories, and by skillful questioning the pupils were led to see the beautiful pictures or thoughts contained in the story, or the good or evil, as the case might be, and to give expression to their wishes and desires.

The above training carried on patiently and persistently has been followed, except in a few cases, by a perceptible growth in their physical and mental powers. In connection with the above has been given the instruction of the school, consisting of a modified course of kindergarten and primary work. Care has been taken to present each step or principle in a clear, simple and interesting way, appealing to as many senses as possible, also to avoid taking the second step until the first had been firmly fixed in the minds of the pupils.

These pupils advance very slowly and can bridge no gaps in instruction, hence patient, persistent and sympathetic teachers are necessary. It has been encouraging and gratifying to note that, with five exceptions (one a case of paralysis, one of epilepsy, two, too old to be improvable, and one too low grade), all have made some improvement, and, in many cases, improvement in a marked degree. Five have been returned to the regular schools and are now doing regular work, seven, able to do the grade work, have been transferred to the schools for special discipline and instruction, as, on account of some peculiarity of disposition, they could be better cared for in these schools than in the regular schools, sixteen are earning their living, wholly or in part, being over fifteen years of age. Some have shown special aptitudes, which, owing to a lack of proper accommodation and facilities in these schools, we have been unable to cultivate as a means of support.

The discipline of these schools has been of a parental character. The more capable of the pupils have been helpful in caring for the less, and a harmonious spirit has prevailed.

Although much has been done for these children, yet, with better school-room accommodations, with better facilities for physical and manual training, and with teachers experienced in this work, better and more far reaching results could be obtained.

At the request of the special committee of these schools, the accompanying report, setting forth the needs of the pupils and embodying recom-



mendations for their better training and development was made by the supervisor of these schools, which report with the accompanying resolution was received by the general committee and the resolution adopted June 29, 1900.

The School Committee of Providence is to be congratulated, not only for being the pioneer in establishing these schools in this country, but also for its determination to render them efficient in every respect.

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*(Report of June 29, 1900.)*

#### BACKWARD CHILDREN.

As education has extended to the masses it has also descended to a lower grade of society that was formerly abandoned to ignorance and neglect. From the child that is late in gaining the power of speech, whose perceptions are dull and his power of conception slow, whose muscular and nervous powers are weak, to the normal child, whose native brightness is his natural teacher, the distance at first is not great, but it increases rapidly day by day, not because the original cause of his condition is aggravated, but because of a want of proper training and education, which cannot be supplied in our schools established for the normal child.

A mentally weak child is almost without exception physically defective. The body reflects the mind or soul; an imperfect mirror cannot reflect a perfect image. With these children physical training must precede mental at first, and always afterwards advance hand in hand with it.

Feeble-mindedness is not the result of deficiency or malformation of the brain, but a state of arrested psychical development, as certain physical defects, such as, hare-lip, are states of arrested physical development. Development may be arrested by traumatic conditions before birth, or afterwards by accident or infantile diseases. It is a state of infancy prolonged for life, unless proper training is provided.

We cannot create mind but we can build up the physical organism through which the mind manifests itself. We can provide such physical and mental training as will save a large percentage of this class from a life of misery, dependence and perhaps crime. It has been demonstrated beyond question that the best results are obtained in the development of these children's mental capacity, not by directing our efforts immediately to the brain, but by beginning with the members of the body that the brain should direct, as the hand, eye, etc. The education of these children must include the elements taught in our regular schools, combined with a course of physical training that will arouse to activity their dor-

ment energies, strengthen their weak muscular and nervous powers, cultivate their weak wills, increase their feeble power of attention and train and educate their special senses. Their affection must be nursed, wrong habits corrected, and ideas of obedience and moral rights be implanted and nourished.

The requirements for developing these children are: (1) teachers, who have carefully studied and understand the reciprocal influence of body upon mind and mind upon body, and are able to apply that knowledge in their work, who are comparatively young and possessed of good physical health, original in devising ways and means, versatile in presenting subjects, gentle and patient in the constant repetitions necessary to fix ideas in the minds of their pupils, and, above all, having an enduring love in their hearts for their pupils, a devotion to their vocation, and faith that their efforts will be crowned with success. (2) a graded course of physical exercises, beginning with the kindergarten and embracing calisthenics and industrial training, adapted to the special needs of each child, in order that every side of the child's nature may be developed. Advancing hand in hand with the above must be imparted the instruction given in our regular schools, beginning with a modified course of kindergarten work. The teaching must be direct, simple, practical and concrete. The objects used for illustrating the subjects taught and those to be handled by the pupil must be larger than those in the ordinary school. Object teaching in its broadest sense must be a prominent feature. Size and age of pupils must be lost sight of for the time, as these children are suffering from prolonged infancy and must be trained according to their degree of development. New principles must be imparted slowly and clearly and the lesson repeated until it is clearly understood, assimilated, and thoroughly connected with and made a part of their previous knowledge. Care must be taken that the lessons in any department are not too long, thereby producing exhaustion and defeating the end for which they were given.

Nature study should have an important place in the daily programme. Lessons on living animals and plants interest and hold the attention of these children for a greater length of time than those on any other subject: they are real, live and concrete. Excursions for the study of nature should be made monthly and would well repay the cost. Instruction on living objects will implant in the minds of these children the lesson of love and helpfulness for each other. The discipline should be mild, gentle, and firm, and in no case should corporal punishment be used. Medical supervision is also necessary for the success of this work, and the medical

director should prescribe and tabulate the physical exercises necessary for each child. Parents' meetings should be held, at least once a month, for talks on the special need of these children in regard to diet, sleep, baths, and suggestions given for their home care and training.

For the instruction of the highest grade of this class of children there have been established, as a part of the public school system of Providence, three schools.

#### SCHOOLS FOR BACKWARD CHILDREN.

These schools are an outgrowth of our Schools for Special Discipline and Instruction. Our teachers in the regular schools found so much relief when disorderly pupils were transferred to the disciplinary schools, that they were not slow to request the removal of the backward or mentally deficient children, who were receiving comparatively little benefit in their schools, to the same schools for special instruction. There were soon collected in Hospital street and Ashmont street schools a number of pupils of this class. It was at once apparent that the discipline, instruction and physical exercises necessary for the development of the bright, healthy, active and mischievous boys, who constituted the great majority of the pupils in these schools, were ill-adapted to these feeble, plodding ones, also, that it was not well in other respects for these pupils to be thrown together; hence, in December, 1896, a special school was opened on Burnside Street for the better treatment of these pupils. Fifteen pupils were placed here under the charge of Miss E. Gertrude Tift, a teacher selected from our corps of primary teachers on account of her special adaptability for the work. The same condition obtaining in Mount Pleasant disciplinary school, the following year another school was opened in December, 1897, also a third in Orms Street in December, 1898. A fourth room in Harrison street school is now used partly for this purpose.

In only one of these established schools (Burnside), is there room for proper instruction in either physical or manual training. Academy Avenue and Orms Street schools are located in small recitation rooms in Mt. Pleasant and Orms Street disciplinary schools. These are barely large enough to seat the fifteen pupils belonging, and the teachers are very much restricted in their plans for the physical development of their pupils, and no manual training can be given, and besides these rooms will very soon be needed for the accommodation of disciplinary pupils.

In these "Auxiliary Schools for Backward Children" and the "Schools for Special Discipline and Instruction" fifty pupils are now receiving special instruction, and although the conditions for their improvement

are greatly superior to those of the regular school, yet they fall short of meeting the requirements necessary for their full development. Moreover, a recent canvass of the regular schools of this city reveals the fact that there are now about a hundred additional children who ought to be provided for. It is unwise to retain the latter pupils longer in the regular schools, for association with children with whom they are not able to compete will discourage them, and, being unable to comprehend the subjects taught, their already feeble power of attention will be lost, their interest destroyed and the result will be that they will soon become apathetic, rendering it almost impossible for the special teacher to arouse them to activity, if they are ever placed under favorable conditions for development. It must always be borne in mind that the earlier these children are placed under proper treatment the more can be accomplished for and by them. If allowed to remain in the regular schools until they reach their teens, but little can be done for them outside of custodial care in an institution.

#### WHY PROVISION SHOULD BE MADE FOR THEM.

The high grade of feeble-minded or backward children found in our schools is but slightly mentally defective; indeed, so nearly normal are some of them that their defects would only be noticeable to a discerning teacher or to persons who had made a study of this class, and many are bright and attractive in appearance, but all are weak in will power, deficient in reasoning power and judgment, hence, easily influenced for evil. Unless they are properly cared for and educated, they will retrograde, fall into evil ways and become victims of the vicious. A careful scientific study of the defective and delinquent classes has proved that a large percentage of criminals, inebriates and prostitutes are from the congenitally feeble-minded class. Will it not pay the city better to develop and educate these children to a standard of useful, self-supporting, self-controlling citizenship than later to support them and their numerous progeny in almshouses and prisons? If any upon a fair trial cannot be brought to the above standard, the state should provide for them in a properly conducted institution, where they can be harmful neither to themselves nor to others.

Every sentiment of humanity and Christianity demands that these children be educated to the highest degree of usefulness that their limited power will allow, for it is their right to have a chance to prove what is in them.

For the better training and development of our pupils already under special instruction and for those for whom we ought to provide, I would

respectfully recommend that a suitable building be secured in some central location, large enough to accommodate all, and that these children be placed there under an experienced, well trained, competent principal and a sufficient number of assistants. This would mean, of course, the transportation of the pupils living at a distance at the expense of the city, but as these pupils, who ought to be provided for, are living in different sections of the city, nearly all remote from the schools already established, to properly provide for them in their own districts would require the establishment, equipment, and maintenance of seven additional schools at, I think, a greater cost to the city than that of transportation; besides the best work that could be done in these separate schools would be necessarily inferior to that which could be accomplished by concentration.

#### ADVANTAGES OF CONCENTRATION TO TEACHERS.

The teachers of our present schools are young, graduates of our training schools, possessed of good physical health, imbued with a love for their vocation, and manifesting an aptitude for the same, but on account of their inexperience and lack of training in this work, fail to obtain the best results. Under the direction of a trained, experienced and competent principal, they would render efficient service. The additional teachers needed would be under training from the start. The teaching of these unfortunates is peculiarly exhausting and often discouraging; hence, teachers having them in charge need to be associated for mutual help and encouragement.

#### ADVANTAGE TO PUPILS.

By bringing these children together, they could be classified according to capacity and similar needs, and much valuable time thus be saved in teaching. They would also be able to profit by the mistakes of each other and be stimulated to a healthy rivalry.

#### MORE ECONOMICAL.

It would cost less to equip and maintain one large school than several small ones.

#### WILL CONCENTRATION STIGMATIZE THESE PUPILS.

Most emphatically no. Such a conclusion would be possibly only to the ignorant, who should be properly instructed, or to those unfortunates who have an arrested moral development. The condition of a feeble-minded child is no more degrading than that of a child with a weak heart, weak lungs, or defective hearing. In each case the child is not responsible, and should, therefore, awaken not only our pity, but should call

forth our tenderest care and best efforts for his development. These are God's little ones, entrusted to our care,—let us see to it, that we are not found “wanting” in our duty.

For our encouragement and enlightenment, it may be well to note what other countries are doing for this class, and with what success their efforts have been crowned.

#### OTHER COUNTRIES.

In Europe, Germany was the pioneer in 1867. Norway followed her lead in 1874, and England in 1892, also Switzerland and Austria.

In Prussia, since 1880, the establishment of special classes of schools for defectives has been obligatory upon towns of 20,000 population. Admission is limited to children who, after two years at a public elementary school, have proved themselves unable to do the work. The duration of attendance is usually six years. The Auxiliary Schools, as they are called, are usually in the same buildings with other schools, or near them. To prevent possible disturbance, the times of opening and closing are fifteen minutes later than in the regular schools. The cost is borne by the town. Teachers receive from \$25 to \$100 a year supplementary to the regular salary. Of the children that left at Easter, 1893, the following percentages were capable of earning a living:

In Aix, 68 per cent.; in Dusseldorf, 80 per cent.; in Cologne, 87 per cent.; in Brunswick and Crefeld, 90 per cent.; in Dresden, Halberstadt and Hanover, 100 per cent.

Out of 71 who left Elberfeld in 1893, there were: 17 artisans, 4 errand boys, 1 clerk, 5 unknown, 13 housework at home, 4 domestic servants, 12 factory hands and day laborers, 15 without work, owing to illness.

In Norway, children tested in the special classes are (a) returned to the regular schools, if they make sufficient progress; or (b) they remain in the auxiliary classes the whole of their school lives; or (c) are sent to an institution for mentally deficient children, if their condition prove too low for special day schools.

In England, as on the Continent, the proportion of children in need of special instruction is found to be 1 per cent. of the total school population. In June, 1899, London had 43 centres, with 85 classes, and an average attendance of 1,289 children receiving special instruction. Average attendance to one teacher is there 15. The average on the roll in London is 20, in Germany 21, in Switzerland 19, and in Norway 12. In London there is a special superintendent and assistant for these classes. Some of the girls attend laundry and cooking classes; a few boys are taught cooking, and a few swimming. In England special instruction of

backward children was made permanent in August, 1899, by a law to regulate the establishment of special schools or classes, and to bring defective children within the provisions of the compulsory attendance statute.

#### OUR COUNTRY.

In this country Providence, Rhode Island, was the pioneer, in 1894. In 1899 similar schools were opened in Boston, Chicago and Philadelphia, although the latter is not yet a part of the public school system of that city. The Philadelphia school is at present in advance of our schools in methods of selecting and entering pupils; in instruction in that it has manual training, and in medical inspection. It is well for the pioneer to lag behind her followers?

I cannot close this paper without expressing my thanks to Dr. Walter E. Fernald, Superintendent of Massachusetts School for the Feeble-Minded, to whom I am greatly indebted for help, inspiration, and valuable opportunity for observation, also to Superintendent Edward Brooks of Philadelphia for statistics on other countries.

The following resolution was adopted:

RESOLVED, That the plan of a centrally located school for feeble-minded children, outlined in the accompanying report of the Committee on Education of Blind, Deaf and Feeble-Minded Children, be and it is hereby approved, and the said committee is hereby authorized to establish such a school, and the Executive Committee is hereby requested to provide some suitable building for the location of such a school.

RHODA A. ESTEN,  
*Supervisor of Special Schools.*

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#### REPORT OF THE DIRECTOR OF MUSIC.

##### TO THE SCHOOL COMMITTEE:

Music was first introduced in the public schools of Providence, as a subject to be taught under direction of a specialist in 1845, and has been continued each year with marked growth as to its popularity and beneficial results. The methods of teaching music in schools have gone through a decided change from the ideas advanced many years ago. The children read music as they would read their mother-tongue. First grade work includes the knowledge of the major scale as a whole and

its parts, and simple two-part measure work in time. Songs of the seasons and other subjects taught in grade. Second grade children sing by note in nine keys, simple exercises, and use two-part, four-part, and three-part measures. Third grade pupils can read exercises at sight in nine keys, with one sound to the pulse (or beat). They read songs as readily in any key, giving good expression to the thought in the poem. In the fourth grade pupils sing exercises and songs in any key containing one and two sounds to the pulse, and one and one-half pulsation; chromatics sharp four and flat seven. The fifth grade brings to the child's use the sharp five, sharp one, sharp two, and other chromatics in flats, and the singing of two-voice exercises and songs. The minor scales are also taught in these years, and the various fractional division of the pulse (or beat). In the sixth grade three-voice work is used, the children assigned to *first soprano*, *second soprano*, and *alto* parts. Voices in all grades above the third grade are examined separately (to determine its extent of compass and timbre), twice each school year.

In the seventh grade we find a very few voices of boys have changed to the bass, but this is more prominent in the eighth and ninth year grades. In each of these three grades the pupils sing readily exercises and songs in four-voice parts, rendering selections by the eminent masters and great musicians. There is no hesitation whatever on the part of the pupils attempting hard or difficult music. The grade work has been taught so thoroughly by the grade teacher under the guidance of the music teacher, that classical music is a treat to the pupils of these grades. In the high schools we secure most gratifying results, the fruit of the previous excellent training in the grammar schools, preceded by the correct knowledge of the interval work in primary schools as brought out in the daily drill by the grade teachers. The high schools sing such choruses as "And the Glory of the Lord," from the "Messiah," the "Hallelujah Chorus," "Damascus Triumphal March," and many compositions by Handel, Haydn, Mendelssohn, Mozart, and many of our modern writers.

What we accomplish in public school music work is seen by the ability of the children to read the music that is placed before them, and to use their voices with care, realizing that a good voice is one of the richest of gifts that an individual may possess, whether it is used for singing or speaking.

That which singing may do for our children and for the world, is as important as that which is accomplished in other studies. Morals, truth, honesty, and obedience are the sentiments of many a song that leave



impression on the child's mind that can never be effaced. An aspect in which the subject may be regarded is that of the importance of music in its relation to national life. It was the saying of a famous Scotch statesman, many years ago, that if he had the making of the *songs* of the people he cared not who made their laws; and a like claim might be made, I am sure, with the *music* of a people. No educational movement of so radical a character has made greater progress than the introduction of music into the public schools.

The following names with the year of their appointment and length of service as teachers of music in the city schools will be of interest:

Jason White, May 23, 1845 to Feb. 23, 1849.

Charles M. Clarke, 1849-1856.

Seth Sumner, 1856-1867.

Eliza Lewis, 1859-1860.

Charlotte O. Doyle, 1860-1864; 1869-1874.

Mary E. Rawson, 1865-1880.

Walter S. Meade, 1866-1867.

Henry Carter, 1867-1870.

Charlotte R. Hoswell, 1867-1872.

Benjamin W. Hood, 1872-1893.

Sarah M. Farmer, 1872, now teaching.

Annie E. Robbins, 1876-1877.

Mary J. Muir, 1882-1892.

Dora E. Curtis, 1883-1892.

Martha Mathews, 1891-1894.

Cora I. Hudson, 1893, now teaching.

Emma J. Williams, 1893, now teaching.

Emory P. Russell, 1893, now teaching.

Grace E. Ralph, 1895-1896.

Lilian L. Simester, 1897-1898.

Elizabeth T. Northup, 1898.

EMORY P. RUSSELL,

*Director of Music.*

October 1, 1900.

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#### REPORT OF THE DIRECTOR OF DRAWING.

TO THE SUPERINTENDENT OF PUBLIC SCHOOLS:

The purpose of drawing as taught in our public schools to-day is to cultivate the power of observation and the visual memory, to arouse a love for and appreciation of the beautiful in Nature and art, to train

the pupil into free expression of thought, to awaken an intelligent interest in industrial life, and to stimulate the power of invention through the exercise of the creative faculty.

That the character of the work has changed greatly in aim and methods during the past few years is due to the demands of educators, and to a careful consideration of artistic principles.

Nature has come into our schools, appealing directly to the pupil's power of observation through his interests, and calling for expression in language, and with brush and pencil. There is less analysis than formerly of the dead forms of Nature, but there is more of the study of life. We are no longer afraid of living things in the schoolroom, either as the subjects of a lesson, or as models for drawing. Life drawing, whether from animals or from the human figure, develops alertness and accuracy of perception. It increases the power of thought expression, and aids in the illustration of history, geography, and literature. It also leads to a more intelligent appreciation of those great works of art, in which the human figure is used to express noble ideals of character and conduct.

Nature drawing of itself is not necessarily art work, since art is something more than a mere imitation of Nature. A simple flower may be accurately observed, drawn and painted. That is Nature study. It is art which selects and presents the most pleasing aspect of the flower, or which uses it as material for a beautiful pattern or design. Art finds in Nature the material with which to create new forms. Nature gives rocks and trees, and from these man creates a habitation for himself, or a temple in which he worships. Art is the transformation of Nature. It is civilization, growth, and progress.

Art begins with construction, and our course in drawing includes as much construction as is practicable under present conditions. In the primary grades, the exercises in modeling, and in making articles of paper, cardboard, etc., give an elementary manual training, as well as the opportunity to exercise the inventive faculties.

Although we have no facilities for carrying on the more advanced lines of manual training in the grammar schools, constructive drawing, including plans, working drawings, and constructive design, is a part of the course. This particular kind of drawing was formerly but little understood by the grade teachers, and, in consequence, had but little meaning for the pupils. With the teacher's better knowledge of the subject, however, and of its various practical applications, has come a greatly increased interest on the part of the pupils, and a more intel-

ligent comprehension of industry. This is particularly true in the upper grammar grades, where constructive design is an important feature of their work. In these grades, also, there is much interest in learning to "read" working drawings. In our particular section of the country, where the industrial arts are already advanced and likely to be more so, a knowledge of drawing is a necessity in many of the daily occupations about us. While the majority of machinists, engineers and carpenters may not need to make drawings, they must all be able to understand them, though they may be made by English, French, German, or Russian draughtsman. Drawing is the universal language of industry.

In the more artistic lines of industry, a true sense of beauty and fitness is quite as necessary as a knowledge of drawing, and this is a qualification which excellent draughtsmen sometimes lack. Many pupils who are gifted with a naturally quick eye and considerable talent for drawing, have very little taste in industrial design. Thus far there has been but little in our environment to develop taste in such matters. The shop windows, which are, or which might be a very great factor in the art education of the people, are too often filled with showy novelties, designed to attract by their bold design and low price. The effort of the manufacturers has been to produce cheaply and in great quantity, the necessities of life, leaving it to Europeans to infuse into industry that artistic quality which gives the greatest value. The chief reason, however, for the inferiority of our domestic manufactures, as compared with the foreign, is that the majority of those who buy the domestic product, are lacking in the appreciation of beauty in industrial design. The manufacturers aim to produce what the public will buy, and the artistic quality of their products can be improved only as the taste of the public is trained to demand beauty.

It is probably true that a portion of the girls and boys in our schools will develop tastes and talents which will lead them into the fields of artistic industries as designers or producers. It is also true that all of the pupils in our schools today, will one day be consumers or buyers, and it is this large majority who most need artistic training to make them intelligent and appreciative of good design and good workmanship. The future advancement of industrial arts in our country, depends much more upon the taste of the consumer than upon that of the producer.

Color is the most striking, and at the same time the most subtle element of beauty in Nature, in a pictorial composition, or in a design.

There is no one quality which so makes or mars perfection. Love of color is universal, and harmonious combinations of color are always pleasing, whether in a rug, a picture, a vase of flowers, a costume, the decoration of a shop window, or the furnishings of a room.

Color appeals strongly to the childish imagination, and the use of the brush and color tends to develop the perceptions and artistic freedom of expression, while it gives the opportunity for the exercise of creative power in making combinations of color.

In December last, water colors were supplied to more than half of the schools of the city, and were used by the pupils of those schools through the remainder of the school year. In spite of the difficulties attending the use of a new medium, the children quickly gained considerable facility in handling the brush, and their work shows a greater development of taste in color than we have been able to attain by any other means. It is the testimony of the teachers that the use of the color has interested many heedless pupils and stimulated them to neat and careful work.

The great masterpieces of the world's art,—the noble buildings, the fine sculpture, and the great pictures should be as familiar to the pupils of our schools as the great literary masterpieces. Often they embody much of the world's history, and they show man's highest thought of that which is noble and beautiful. Through acquaintance with such work, one gains a genuine respect for achievement, and an incentive to effort. It is worth while also to cultivate the power of enjoyment of that which is beautiful, if only as a safeguard against the temptations of the street. In these days of inexpensive illustration and reproduction, no one need be ignorant of the great art of the world. It was my pleasure last year to report what had been done by the teachers and pupils toward securing for their schoolrooms pictures of merit and value. We have made a step in the right direction, and it is our hope that the way may be opened for still further progress.

Your Committee on Drawing have appreciated the desire of the director and teachers of drawing to establish a systematic unity in the instruction, and also to put high standards of work directly before the children; to bring this about, the committee have adopted a carefully arranged course of study, and have provided admirable text-books for both pupils and grade teachers. The practical wisdom of the step is already evident in the increased confidence of the teachers, and the improved work of the pupils, and we have every reason to expect still greater progress.

The Art Instruction in our primary and grammar schools is given chiefly by the regular grade teachers, under the supervision of your director and teachers of drawing. During the past six years a great effort has been made to give to the teachers not previously qualified to teach the subject, the opportunity for preparation. Occasional grade meetings have been held for the purpose of giving necessary explanations of the work, and classes in drawing and painting, taught by your director and teachers of drawing, have been free to all teachers who wished to attend. The majority have availed themselves of the opportunity, and many have acquired considerable technical skill and proficiency.

There are still some teachers in our ranks, who through lack of early training or native ability, are unable to make such progress, or even to gain any great power of perception or appreciation, and whose pupils, consequently, fall below others of the same grade who are better taught.

It is desirable to guard against any such deficiency in the teachers who are just entering upon their work, and the pupil teachers. therefore, meet the director of drawing one afternoon of each week for technical instruction, and for suggestions as to methods of teaching. It is earnestly recommended that each one should be required to reach a certain standard of proficiency in execution, as shown by her record and examples of her work, and also to prove her ability to teach the pupils before she is appointed to a regular position as a teacher.

During the past five years the number of pupils in our schools has increased more than 22 per cent., the annexation of Johnston in 1898 adding materially to our numbers. In spite of this increase in the school population, one teacher of drawing was dropped from the corps in June, 1899. This has rendered the task of effective supervision in the primary and grammar grades more difficult, and has made it impossible to give sufficient attention to the work in the English, Classical, and Hope Street High Schools, where the drawing is taught by your director and teachers of drawing. So little time is given to the subject in these schools that it has been impracticable to have the classes well graded or to follow a sequential course, and consequently, our high school drawing does not stand well in comparison with that of other cities in which a more generous provision is made for it.

The time given to drawing in our primary and grammar schools is necessarily limited,—at best not more than sixty hours in a year of school life, so that but little technical training can be given. Our

endeavor, therefore, is to awaken the interest and cultivate the taste while we give a grounding in fundamental principles.

We are fortunate in having close at hand the opportunity for the further cultivation of whatever talent may be discovered or developed in this elementary training. The increasing number of public school pupils who attend drawing classes at the Rhode Island School of Design, or who become students there upon leaving the public schools, is an evidence of a growing appreciation of the thorough art training which that institution aims to give. It is one result of the effort made in our schools to develop the individuality of the pupil by leading him to discover for himself whatever talents or powers he may possess, and to make the most of his possibilities for future usefulness.

Respectfully submitted,

HARRIETTE L. RICE,

*Director of Drawing.*

PROVIDENCE, October, 1900.

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#### REPORT OF THE DIRECTOR OF SEWING.

##### TO THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE:

The work in sewing for the past year has been done with much less supervision than in previous years, as the two teachers could visit each school but once in two weeks, instead of once a week as formerly. One lesson has been given by the grade teacher after each visit of the special teacher, the lessons being forty minutes in length. Sewing is now taught in the fourth and fifth grades only. In the fourth year the very simplest stitches, basting, running, overhanding, back-stitching, hemming and sewing on buttons are taught. The children are not urged to make very small stitches, but stress is laid rather on the correct slant of the stitch, and the position of the work while making it. Until recently it has been thought best to keep a child working on one stitch until that one was perfect, although such work is very discouraging to the child, but now a knowledge of several stitches and their application is considered of more educational value.

As soon as these stitches are mastered they are applied to some useful article, such as a bag or pillow-case, or a sail for a small boat.

In the fifth year the stitches taught in the fourth year are used in more difficult work.

Weaving, with worsteds of contrasting colors, shows the structure of cloth, and is also the first step in darning, which is the next exercise taught. After this comes patching, with instruction as to where and

how patches should be applied, and last of all gathering and stroking of gathers. The making of a small apron teaches the application of the stitches already learned.

In each exercise the children are required to think just where each stitch could be used practically, and, in discussing patching, they are particularly anxious to point out places where patches might be used to advantage in the clothes of their companions.

A course of ten lessons in sewing and methods has also been given to teachers in the training school. Those teachers having fourth and fifth grade classes have taken entire charge of the sewing in their school, with an occasional visit from the special sewing teacher. This plan has been tried for one year only, and has proved very successful.

The work accomplished during the year has in some respects been an improvement on that of previous years, owing in a great measure to the heartier co-operation of grade teachers. Could the sewing be more closely connected with the other work,—the nature study, history, and geography, its value would be increased. A study of fibres used in various cloths, talks on the manufacture of needles, thimbles and thread, would be of interest, and a collection of materials showing fabrics from the raw to the manufactured state, would add greatly to the interest of these talks.

If the sewing lessons now begun in the fourth and fifth year could be continued through the sixth and seventh years the gain to the pupils would be great. The children now in the sewing classes enjoy the work very much, and it is, of course, of great value as hand training, but they are rather young to put the instruction to much practical use. When sewing was taught in the seventh grade, many girls were inspired to do outside work, and the result of that training is just being noticed in the Manual Training School, where the present entering class is found to do much better work than any previous class.

There can hardly be too much said for manual work in the grammar schools, whether cooking, drawing or sewing, for children love to use their hands, and the delight with which nearly every child in a class will take up hand work, shows that their activity is being directed in the right way.

When sewing can be carried through several years of the school course, we shall have a class of girls who can use their hands and eyes with accuracy and judgment, and will be better fitted for any other work because of this training.

ELLEN L. RICHARDS,

*Director of Sewing.*

October, 1900.

## REPORT OF THE DIRECTOR OF PHYSICAL TRAINING.

## TO THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE:

Although physical training as a part of the public school course is supposed to be of very recent date and often referred to as an addition to the modern curriculum, yet thirty-nine years ago, in the school report of Providence for the year 1861, there is found mention that, "A decided step forward in our school economy was made during the past year in provision for physical exercises in the High School. A building was erected upon its premises and appropriate gymnastic exercises freely indulged in by the pupils fostered by teachers and the committee." This movement is parallel with the gymnastic revival of 1860 throughout America, dating from the meeting of the American Institute of Instruction at Boston in that year, at which meeting Dr. Dio Lewis made his great plea for "calisthenics and gymnastics a part of school teaching." This report of progress in 1861 in the Providence schools concluded with the words, "More attention than usual has been paid in all our schools to this indispensable branch of culture and we augur favorably for the increased mental development of the pupils from this bodily training." In the school statements for 1865 a special report was made upon the subject of school hygiene and the prophecy made that, "The mind of the child might become emasculated by too much teaching, while his energies may not be properly developed in consequence of overmuch study and confinement during school hours."

In February of 1866, the superintendent, Dr. Daniel Leach, said: "Now, while our schools have attained to a high degree of excellence in our intellectual department, there is a great defect in our physical culture." An inquiry is made in this report as to the causes and their relation to the school system and conditions. In 1868 the special committee, Messrs. H. H. Burrington and M. B. Scribner appointed to make the annual report of the School Committee to the Common Council stated, "The great and pressing want in our public schools is a teacher of elocution and physical culture. More attention," these gentlemen thought, "should be given to physical training in our schools, and if a portion of each session were devoted to these exercises the welfare of the pupils would be greatly promoted." From subsequent records in the school annals it is evident that many teachers practised daily some form of gymnastic exercise. In school reports that follow, notably in 1870, the question arises, "Is not mental culture receiving too exclusive attention to the neglect of the physical?" In November of 1869, Dr. Leach



recommended the appointment of a committee, who may ascertain all the facts that have an important bearing upon the health of our schools. This special committee was made up of Dr. Edwin M. Stone, Dr. C. W. Fayban, and William A. Mowry. In an exhaustive report, in which much attention was given to school diseases, ventilation, and optical defects of school children, the summary was made in the forcible demand, "Let physical exercise be made a part of the daily routine of the school. Light gymnastics may be practised twice each day with great advantage. This exercise should not be spasmodic as has sometimes been the case, but regular through each successive term during the entire school years."

From this report, however, no special results in the way of the appointment of a director resulted, and in 1872 attention was again drawn to the urgent need of systematic daily physical exercise. In the report for 1875 a section was devoted to physical development. In this it was noted that in addition to the recess, five minutes each session should be devoted to light gymnastics, and that these should be as carefully and persistently supervised by the teachers as the lessons in grammar, geography, arithmetic, or history.

The era of building of college gymnasia, resumed after the close of the Civil War, led to the general belief in and knowledge of their value, and in 1874 at the dedication of the Point Street Grammar School we find Dr. Greer wishing that a gymnasium should be connected with each schoolhouse. Various school reports made of the Providence schools between 1876 and 1880, noted improvements in ventilation and school hygiene. In reports that followed from Dr. Horace S. Tarbell the same careful attention was given to this necessary part of school life, and in the report of the sub-committee from the Committee on Qualifications in 1891, in a discussion upon the greater need of normal training for those intending to teach, is the statement that the subjects of "School Hygiene, Ventilation, School Gymnastics, and kindred topics are of the greatest importance to everyone who expects to teach, and are better pursued before, rather than after, assuming the responsibility."

Definite steps were not taken to employ a specially trained instructor until the end of April, 1892. A preliminary course in physical training was introduced as an experiment in the girls' department of the High School, with very satisfactory results. The system demonstrated that it would be advantageous to make it a permanent part of the High School course in the girls' department. The committee investigating the work recommended that authority be given to employ a supervising teacher.

About this period from 1890 to 1892, there was a general awakening throughout educational circles with regard to the value of physical education, and its place in the public schools. Boston and vicinity had become the most influential center in the United States for a movement to promote Swedish educational gymnastics, and their adoption in Boston by the school board in 1890 led to other cities like Providence, with excellent school systems, inquiring into the success of the experiment.

At a meeting of the school board, January 29, 1892, Gen. Hunter C. White presented the following resolution: "That a committee of five, consisting of the President and four others be appointed to consider the question of introducing a system of physical training into the public schools of this city, such as is taught in other cities, and the expense to be incurred in securing a competent teacher and the necessary apparatus for the same and report as soon as possible the result of their investigations." The President, Mr. Walter H. Barney, appointed General Elisha Dyer and Drs. White, Blaisdell, and Hill.

General Dyer, in June of the same year, presented the report of this committee on physical training. This briefly stated that the introduction of some form of gymnastic or calisthenic exercises was advocated for the Providence schools, both upon hygienic and educational grounds. That it would counteract the evil effects of confinement in a sitting posture, not infrequently awkward and constrained. That in expanding the lungs and rendering equable the circulation of the blood, symmetry would be given to the body, and grace and poise in bearing. That gymnastics in the schoolroom can be made effectively educational in giving the will control over the body, and teaching the value of order, uniformity, and obedience. The committee believed that the work must start with the training of the teachers, and one person suitably qualified would suffice to begin the work of training the teachers.

This report being adopted by the School Committee the Common Council was petitioned to grant authority to appoint a supervisor of physical training. By an ordinance approved and passed by the Common Council, December 30, 1892, the School Committee was authorized to appoint such supervisor as it deemed qualified, and at a meeting held January 30, 1893, the undersigned was appointed to the position named.

For the remaining months of the school year the work taught was given only to the teachers in the primary grades, and lessons illustrated daily by the instructor in the primary schools. Beginning with September of 1893, the training of the grammar teachers was undertaken, and instruction given to the grammar pupils with a general oversight of the primary work. In June of 1894, Miss Marion L. Earle, a primary

teacher from the Warren Street School, and a pupil of the Anderson plan of school gymnastics, was appointed assistant, the work having proved more than one instructor could oversee. In November of 1894, the subject of physical training in the Providence schools was given to a special committee termed that on "Hygiene." This committee as at present was made up mainly of physicians. The growth of the number of schools and the weekly training of the pupil teachers necessitated the appointment of a second assistant. In June of 1897, Miss Flora A. Fraser of the Sargent School of Physical Training, was elected to the position. During the same time the work for boys in the English High School was under the care of Mr. John Howland, for girls directed by Miss Sybil Avery. In the Classical High School, Miss Charlotte Morrill had charge, and, in the East Side High School, Miss Florence H. Slack.

In June of 1899 the services of Misses Earle and Fraser were dispensed with, the charge of the work being left in the care of a director of physical training, instead of as formerly one chief supervisor and two assistants.

From the start in 1893 the work has been carried along educational and hygienic lines. Swedish forms of gymnastic exercises were found in many of the schools when the present system was introduced. These were retained for a time, but gradually a composite plan of work was adopted, more nearly approaching the scope of physical training and school hygiene as carried on in the schools of Germany. Reference to the work is made by Dr. E. M. Hartwell in his last report on physical training to the United States Bureau of Education, where he classes it with the teaching in Brooklyn, New York, and Washington, D. C. Inspection of the work has been made by physical directors from all over the United States and Canada, and the director has had the honor of an invitation to explain the plan at the meeting of the National Educational Association and at a meeting of the New England branch of the American Association for the Advancement of Physical Education held at Clark University.

The director oversees the seating of each child twice a year after promotions, directing the teachers where and how to place pupils so that each shall be correctly seated according to size, height, and range of vision and hearing. Since 1893 adjustable seats have been placed in every Providence schoolroom. Specially constructed seats are arranged for crippled children of which there are many in our schools. Each child is examined for physical defects, particularly for spinal curvature.

Corrective work has been given where needed and some 400 boys needing special exercises for minor defects of physique, have during the past six years been placed in the junior classes of the Y. M. C. Association by the advice of the teachers of physical training. The director is much indebted to Mr. O. L. Hebbert of the Y. M. C. A. gymnasium. Until recently the city has not had as good a gymnasium for girls as that recommended to boys in the schools, but parents have been seen and advised where similar defects of body existed in girls in our schools.

The director has sent to the various hospitals and to orthopædic surgeons cases demanding urgent care, and often unknown to parents that such causes existed affecting health and proper growth. A general and large oversight is made of the eyes of the children in the primary and grammar schools. Great assistance and generous aid has been rendered in the free clinics of the Rhode Island and St. Joseph's Hospitals, and particular care given to the school children sent to the Roger Williams Eye and Ear Infirmary. Over 500 cases from the schools of defective sight, many of an extreme nature, have been treated at the latter place. A close oversight has been kept at all times of the ventilation, and such matters as affect the bodily health and progress of the children. Great assistance has been rendered by Drs. Chapin and King, and by the City Inspector of Plumbing, Mr. Reuben Bemis. With the elimination of the Smead system the schools may be said to be as nearly perfect as can be.

The appreciation by the teachers of the value of the exercises, and the faithfulness with which they daily practice them, has resulted in a better appearance of the whole school population. Pupils stand and walk better, vigilant attention is given to poise and grace of attitude. Diligent and intelligent effort is made towards overcoming any physical deficiency, and the child who enters our schools from any community, not having physical exercise daily in its schools, is noticeable at once from his lack of gymnastic training. If any measure of success has been attained credit should be given the corps of teachers who have been active and intelligent aids to all that will help the physical improvement of the pupils under their care.

That the work of directing the physical exercises of the large body of children in the Providence schools, cannot be said to be as well done by one person as when formerly three had charge will readily be seen. It is hoped the future will see a restoration of the assistant teachers of the subject.

Respectfully submitted,

ELLEN LE GARDE,

*Director of Physical Training.*

September, 1900.

## THE DEVELOPMENT AND INFLUENCE OF THE PROVIDENCE HIGH SCHOOLS.

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AN ADDRESS DELIVERED BY DAVID W. HOYT, PRINCIPAL OF THE ENGLISH  
HIGH SCHOOL, AT THE PUBLIC SCHOOL CENTENNIAL CELEBRATION,  
OCTOBER 22, 1900.

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More than a quarter of a century had elapsed after the establishment of free public schools in Providence, before any decisive steps were taken towards the establishment of a public High School. Previous to 1828 the need had been freely discussed, but in the spring of that year a sub-committee, of which President Wayland was chairman, made a report to the School Committee, recommending that such a school be established. The matter was again brought before the School Committee in 1835, and after the presentation of another report by a sub-committee that a "Free High School" ought to be established, and could be maintained at an expense of \$2,500 per annum, the subject was brought before the City Council, which, after much discussion, voted it "not expedient at this time." In September, 1837, a committee of the City Council itself reported in favor of the project. The matter was the subject of long debates in both branches of the City Council, where various plans were proposed, and the year terminated without definite action. The school question entered into the election of members of the next City Council, a large majority of whom were found to be in favor of an entire reorganization of the school system.

In April, 1838, the City Council of the City of Providence passed an ordinance establishing the office of Superintendent of Schools and providing "that from and after the 7th day of September, A. D. 1838, the number of Public Schools in said city shall be seventeen (not including schools for colored children), and that said schools shall be of the following description, to wit: One High School, six Grammar and Writing Schools, ten Primary Schools." The ordinance further provided that "the High School shall not at any time contain more than two hundred pupils, of which number not more than one hundred shall be females, except when the number of male pupils shall be less than one hundred."

The buildings for the other schools were erected first, and the High School must wait. When all the other buildings were completed, in 1841 or 2, the old opposition was revived. There were more debates on the floor of the Council and more communications in the newspapers. It was asserted that public sentiment had changed since 1838, and that a majority of the citizens were opposed to the expenditure required. The matter was therefore referred directly to the voters of the city. The majority in favor of the High School was found to be much greater than even its friends had dared to expect, and the erection of a building was at once commenced. Even when the building was approaching completion, a petition was circulated asking the Council to repeal that portion of the ordinance relating to the High School, and authorize the use of the new building for a City Hall; but so few signatures were obtained that it was never presented to the Council.

The Providence High School building, afterwards used by the State Normal School, may still be seen, on Benefit Street. The girls' entrance was on Benefit Street, the boys', at first, only on Angell Street. The other entrance, for the boys of the English and Scientific Department, on Waterman Street, was added about 1857. A wooden structure, called "The Gymnasium," was added in the rear, afterwards also used by the girls for recitation purposes. This has given place to the brick addition erected for the Normal School. The superintendent's office was on the first floor. After the earliest years, one schoolroom on the first floor and four on the second floor, with the gymnasium, were used by the girls. The three rooms for boys were on the third floor, divided by sliding partitions, so that the three could be thrown into one hall, which afterwards became the study hall of the Normal School.

This building was dedicated March 20, 1843; and the school commenced its work at once, with four teachers. In September, 1843, two more teachers were appointed, and another set of pupils were then admitted, so that the school had six teachers and 245 different pupils during the first year, though not all at one time. Of these 114 were boys and 131 were girls. Three of the teachers were ladies and three were gentlemen. It is believed that only one of these six teachers is now living, Professor Albert Harkness, of Brown University, who is still an honored resident of this city.

The great majority of our citizens know very little of the fierce conflict waged and the decisive victory gained when the Providence High School was finally and firmly established. The old arguments against the school have a familiar sound, for they have been repeated in later years. One said that "it would educate children above working for their support;" another, that "poor children would

never be seen in it." It was "aristocratic," an institution for the benefit of rich men's children. Others argued that "it was unconstitutional to tax property for a city college;" still others, that the times were hard and the city was already too much in debt. But the school had strong advocates and firm friends, as the result showed. Francis Wayland, who had then been President of Brown University one year, headed the movement in 1828. Professor Goddard published a series of articles in the *Providence Journal* in favor of such a system of public education as should "prepare youth for any course of life they might choose." The *Journal* itself said, "we go for the schools, and for the High School." Many of the largest taxpayers and prominent clergymen were outspoken in favor of the school, and several of them were on the School Committee. Moses B. Ives, who for more than a quarter of a century was an active member of the School Committee, is reported to have said to the first superintendent of schools: "I do not care in the least how much I am taxed. The common schools of the city of Providence must prosper." The Providence Association of Mechanics and Manufacturers made its influence felt for the improvement of the school system in 1837, as it had for the establishment of the system in 1799.

The influence of Brown University in shaping the school system of this city is worthy of note. President Manning was the leader in 1791, as was President Maxcy in 1800, and President Wayland in 1828, when the High School agitation commenced. At the dedication of the High School building, in 1843, Professor, afterwards President, Caswell, made an address in which he "repelled the idea that the children of the people would be injured by having a high intellectual culture, and showed, by apt and interesting illustrations, that in every sphere of life, the best education made the most useful men, and helped the mechanic in his trade as much as the scholar in his profession." The work of Dr. Guild, Professors Greene, Chace, Diman, Clarke, and others is still fresh in the memory of living men. The High School has always been closely connected with the College. The first two male teachers of the Providence High School afterwards became professors in Brown University.

The period from 1837 to 1845 was a most important one in the history of Providence, and especially in its educational interests. It was the period of unrest and agitation which culminated in the Dorr War and the adoption of the present constitution of the State, in place of the charter of Charles II. During this period Horace Mann was at work in Massachusetts, and Henry Barnard began his great educational work in Connecticut and Rhode Island. The Rhode Island Institute of

Instruction was organized at the close of this period. At such a time, and amid such influences, the Providence High School had its origin.

The growth of the school was very slow in the early years. As we have seen, the intention was to limit it to 200 pupils. For the first ten years after 1843 it was scarcely larger than at the beginning. During the second and third decades it began to increase slowly, and at the end of thirty years it had increased about 50 per cent. During the last five years in the old building, 1873-7, the increase was rapid, so that when the school left that building the number of pupils was more than double that of the original school, reaching 500 in November, 1877. The old Fountain Street Grammar School building was then used as an annex for the entering girls:

The Girls' Department at the beginning, and for many years after, was distinct from the rest of the school, with separate schoolrooms, teachers, and recitations. For many years the boys had two daily sessions, the girls only one. The two sexes met only for weekly exercises in singing, for exhibitions and similar gatherings of the whole school, and occasionally to witness experiments in Chemistry and Physics. There was no principal of the whole school prior to 1878, except so far as the superintendent of schools acted in that capacity.

The number of girls in the school was always, with very few exceptions, greater than that of boys. In only four years, 1844, '45, '47, and '55, was the entering class of girls less than that of boys. In the old building, that is, for the first thirty-five years, the Girls' Department received about 56 per cent. of the whole number of pupils entering.

In 1855 the Boys' Department was divided into two, the English and Scientific Department, with a four years' course, and the Classical Department, with a three years' course. Of the pupils entering the school from 1855 to 1877 inclusive, about 65 per cent. of the boys, or 27 per cent. of the whole school, entered the English and Scientific Department, and 35 per cent. of the boys, or 15 per cent. of the whole, entered the Classical Department; but a larger proportion of the latter completed the course. In the old building, the *entering* classes of these two departments were seated in the same room, called the Boys' Junior Room, and were taught by the same teacher. Members of the upper classes in one department sometimes recited in the other department in one subject.

In 1872, one girl entered the Classical Department; in 1873, four girls entered; in 1874, six girls; and there has been co-education of the sexes in that department since that time.

We have been unable to find any record of graduation, or of the issue of diplomas, before 1857. Since that time a record has been kept. After the establishment of regular courses of study, that of the Girls' Depart-



ment was uniformly four years in length. On account of the advanced requirements for admission to college, the course of the Classical Department was lengthened to four years in 1874. In the English and Scientific Department, boys were allowed to graduate in three years, by omitting a foreign language, so that part of each entering class graduated in three years, and part in four years. The number choosing the shorter course gradually increased, so that soon after leaving the old building on Benefit Street the lengths of the courses in the two Boys' Departments had been reversed, the English and Scientific becoming three years and the Classical four years. On account of this fact, and because a smaller proportion of the Classical Department left before completing the course, and girls had been admitted there, the proportion of the *whole number registered* during the closing year in the old building was somewhat different from that of the *number entering* for the longer periods before given. Of the whole number registered (500 pupils) in 1877-8, 59 per cent. were in the Girls' Department, 24 per cent. in the English and Scientific Department, and 17 per cent. in the Classical Department.

Incomplete lists of the High School pupils of 1843, and of teachers down to 1863, were published in the Report of the School Committee for 1863. More complete catalogs were published in the reports for 1868 and 1869; but a complete catalog of all teachers and pupils of the school down to 1878 was printed in "A Brief Sketch of the Establishment of the High School, Providence," prepared at the time of the dedication of the present English High School building, and printed as City Document No. 29, 1878.

The High School building on Pond, Summer and Spring Streets, was first occupied on Monday, September 2d, and dedicated Tuesday, September 3d, 1878. The total enrollment that year was 528, of whom 307 pupils were in the Girls' Department; 125 in the English and Scientific Department; and 96 in the Classical Department; 58, 24, and 18 per cent., respectively. The building was supposed to be large enough to accommodate the whole school for many years to come.

In 1892 the Manual Training High School was opened. This reduced very greatly the number of boys in the English and Scientific Department, so that thereafter it became but a small part of the old High School. Just before the separation, in the year 1891-2, the total enrollment was 912, an increase of 73 per cent. in the fourteen years which had elapsed since leaving the old building. This increase was greatest in the Classical Department, which had grown 90 per cent. and had become 20 per cent. of the whole school, the other departments being then 57 per cent. and 23 per cent. of the whole.

In 1893 the entering classes of the Girls' and English and Scientific Departments were combined in one English Department, with a uniform course four years in length, including many elective studies, especially in the last two years of the course. The number of pupils had increased so much that it was found necessary to use rooms in the Point Street Grammar School for High School pupils, besides occupying the drawing room as a schoolroom, and dividing the large hall by screens to secure drawing and recitation rooms. At no time could the whole school assemble together, for a number of years.

The first class of the English Department proper graduated in 1897. At that time the total enrollment was 1,280, and the number of graduates that year was 137. The Classical Department had become 33 per cent. of the school, with 40 per cent. of the graduates. Four annexes were in use, at Point Street, Peace Street, Messer Street, and Bridgham. In the fall of 1897 a new building was completed, and the two departments were made distinct schools, an English school numbering 945 and a Classical school numbering 441, for the year 1897-8.

In consequence of the annexation to this city of a portion of the Town of Johnston, the Killingly Street School was made an annex of the English High School in 1898; but the pupils were transferred to the English building in 1899.

The opening of the Hope Street High School in 1898 reduced the number of pupils in the English High School, so that it now numbers 650 to 700, and no annexes are needed, though the building is filled.

A large number of boys formerly entered the English and Scientific Department with no intention of completing the course, and simply remained till they could find satisfactory employment. A study of the records shows that the number completing the course had been for years gradually increasing, but had only reached about 25 per cent. when the establishment of the Manual Training High School caused such a decrease in the department. The proportion of graduates was naturally greatest in the Classical Department. Roughly speaking, one-half of the pupils entering in the Classical Department graduated, one-third in the Girls' Department, and one-quarter in the English and Scientific Department.

Of late years there has been an increasing tendency for both boys and girls to enter college from the English school. The course of study has been modified somewhat, to furnish electives for meeting these requirements; but the relations between the English high schools and the colleges have not yet been properly adjusted. The increasing attendance at college and the present requirements for admission to normal schools

have a tendency to increase the number of graduates from English high schools.

A Commercial Course was instituted in the English Department of the Providence High School in 1893. It was at first two years in length, afterwards three, and now four years. A two years' Business Course was established in 1897. These courses seem to be growing in popularity, and the short Business Course takes a large proportion of those pupils who do not wish to spend four years in a high school. Those who complete this course receive no diplomas, and are not considered graduates of the school.

The subject of changes in the course of study is more fully discussed in the report prepared in August last, by the principal of the English school, for publication in the forthcoming Report of the School Committee.

The fact that the school has been, during its whole history, so fully separated into departments, may be a principal reason why the attempts to form a strong, permanent alumni association have not met with success. Yet the individual classes of these departments have not been wanting in loyalty to the school, as their many gifts now found in the different buildings will testify; and class reunions are frequently held. One graduate, Mr. Charles H. Smith, of the class of 1864, recently deceased, has been especially generous in his gifts, and has made a bequest to the English school in his will.

#### INFLUENCE ON LOWER SCHOOLS

One strong argument urged for the establishment of the High School was this: It will improve the lower schools. The main point, of course, is the incentive furnished to pupils of the grammar schools by a school above them to which they may aspire; but, amid all the discussions in regard to the High School since that time, whatever was said about the other departments, it was generally admitted that the Girls' Department must be maintained, because it was the main source of supply for teachers of the lower schools in Providence. The list of these teachers for the last half century, with the exception of the grammar masters, has been largely made up of graduates of the High School—as largely, perhaps, as is consistent with the best interests of the schools.

Two members of the Girls' Department during the first year, 1843, who began teaching in the lower schools, afterwards became teachers in the High School. Both are now living in this city. One of them taught in this school for thirty-seven years, and has, since her retirement from the head of the Girls' Department, made her influence felt in the

Women's College in Brown University, and as a member of the Public School Investigation Committee of 1899. Perhaps no more significant statement respecting her influence over the present generation of female teachers could be made than this: After the male teachers of the State had formed a club which they named in honor of Henry Barnard, the female teachers of this city formed one which they named the Sarah E. Doyle Club. Several other graduates of that department were afterwards teachers in the High School. Down to 1872, no woman graduate of a college was appointed a teacher in the Providence High School; but since that time many have been appointed, and all the regular teachers recently appointed are college graduates.

But the influence of the school is felt not alone through the teachers in our schools. Many a home has been elevated, intellectually and morally, by the wife and mother who was once a high school girl.

Of the graduates of the Boys' Department during the first ten years, four became teachers in the school. Of the regular teachers, of both sexes, in the academic work of the high schools of this city at the present time, about one-half are graduates of our own high schools.

In fact, we may claim that our school has contributed something towards the advancement of education in other portions of the State of Rhode Island; for, not only are some of our graduates serving in other parts of the State, but the School Commissioner of the State, who has completed twenty-five years of service in that capacity, though not a graduate of the school, had the training of ten years' teaching in our school as a preparation for his present position.

#### SCHOOL PATRIOTISM.

The state that freely gives thorough training to her citizens can rightfully claim loyalty and sacrifice from them when her own safety is imperilled. Within less than twenty years after the Providence High School was established, came a great crisis in the history of the nation, and a terrible test was applied to her institutions. When Fort Sumter was fired upon, the male pupils and former pupils of the school were young men from fifteen to thirty-five years of age, and such a test of patriotism was presented as few generations are called upon to endure. Fortunately, one of the pupils of the High School, Mr. William A. Spicer, himself a volunteer soldier in the war, has published a record of the "Providence High School in the Civil War," giving full details of names and service. The whole number of teachers and pupils who are known to have been in the service is 236, six teachers and 230 students, of whom seventeen lost their lives. The names and record of these

seventeen have been engrossed upon parchment, and hang in our large hall. We hope a more enduring tablet may sometime be provided. About one-half of the whole number in the service were commissioned officers, most of them promoted from the ranks. Included in this number were one major-general, two brigadier-generals, and more than 100 other officers of lower rank. "About one-fifth of all the boys who entered the Providence High School from its commencement, in 1843, to 1861 inclusive, served in the army or navy of the United States during the Civil War; and not less than 25 per cent. of the classes from 1850 to 1860 inclusive are known to have been in the service." Thirty-six per cent. of one of these classes were in the service. The school could give no better answer than this honorable record to the question, How does the training of the High School affect one's love of country and his action when emergencies arise?

#### OCCUPATIONS.

About fifteen years ago the author of this paper looked up the record of one generation of high school boys, those who entered the Providence school during the thirty-three years from 1843 to 1875 inclusive. The ten years immediately preceding 1885 were not included, because it takes some time for a boy to find his place in the world. Of the 2,000 boys included in the period mentioned, the record of 60 per cent. was found. Of these 1,200 boys, about 5 per cent. had died before entering upon any regular calling, and 20 per cent. were dead in 1885. Those then living were men from twenty-five to fifty-five years of age, upon whom rested the burdens of life. The results of that investigation were read before the Rhode Island Institute of Instruction in January, and published in "Education," March, 1886, where full particulars can be found. Only a few general statements taken from that paper can here be given in the time allotted.

A little more than 27 per cent. were found to be engaged in mercantile pursuits, druggists and apothecaries heading the list, followed by forty other departments of commercial life.

More than 21 per cent. were found to be engaged in manufacturing and mechanical pursuits. Manufacturing jewelers headed the list, including in that term gold and silver refining, plating, engraving, silver ware, etc. The school had then sent out more manufacturing jewelers than it had male teachers, physicians, clergymen, lawyers, or any other single calling, except bookkeeping and banking. Following jewelers in this class were cotton and woolen manufacturers, print work managers, manufacturers of steam engines, and many other articles. In this class were included printers, publishers, workers in metals, carpenters, machinists, and other mechanics.

More than 9 per cent. were found to be bookkeepers and accountants. Ladies were not included, though many were even then engaged in keeping books. Most of this class were employed by mercantile or manufacturing firms or corporations; and these three classes together included nearly 58 per cent. of all the boys trained by the Providence High School.

More than  $7\frac{1}{2}$  per cent. were engaged in banking, nearly 3 per cent. in insurance, and  $3\frac{1}{2}$  per cent. in civil engineering, architecture, etc.

Nearly 6 per cent. were lawyers and judges, nearly 4 per cent. clergymen, and  $3\frac{1}{2}$  per cent. physicians and dentists; making a little over 13 per cent. of the whole number of male pupils in the three traditional learned professions,—less than half the number engaged in mercantile pursuits, and about five-eighths of the number engaged in manufacturing and mechanical pursuits. Nearly  $3\frac{1}{2}$  per cent. of the boys became teachers, including college professors and music teachers.

Nearly  $2\frac{1}{2}$  per cent. were farmers, including not only those who were cultivating farms in New England and the West, but those who were raising cattle in our western territories, oranges in Florida, and fruit in California.

Two per cent. were employed as officers or clerks by city, State, or United States governments; and  $1\frac{1}{2}$  per cent. were in the regular army and navy.

Nearly 2 per cent. were in the employ of railroads and steamboats as superintendents, treasurers, cashiers, clerks, etc.;  $1\frac{1}{2}$  per cent. were newspaper editors and reporters.

Other occupations, less than 1 per cent. each, were sailors, actors, and musicians, chemists (not manufacturing nor teaching), artists, electricians (including telegraph and telephone operators), and capitalists.

Roughly speaking, the foregoing classification makes one-quarter of the boys become producers; one-half distributors and exchangers; and one-quarter in professional life, using this last term in a very broad sense.

If a similar investigation were made respecting pupils of later years, some changes would be found, such as a less proportion of manufacturing jewelers, more electricians, etc.; but the general features would probably be found to be nearly the same, unless the introduction of manual training has resulted in a larger proportion engaged in mechanical pursuits.

The percentages already given were based upon the *whole number of boys* who entered the school. Pursuing the same line of investigation, it was found that the proportion of *male graduates* who became lawyers,

clergymen, physicians, and teachers was about twice as great as the numbers already given; the proportion of civil engineers, journalists, chemists, artists, and electricians somewhat larger; those engaged in bookkeeping and insurance the same; those in banking one-half as great; those in mercantile, manufacturing, and mechanical pursuits, and farming considerably less.

It is evident that our High School had by no means been devoted largely to training men for the professions. Only about one in eight of the whole number of *boys* became professional men, including in that class lawyers, clergymen, and physicians; and only about one in four of the *male graduates*. Even of the graduates of the Classical Department, only about 40 per cent. entered these three professions, and 50 per cent. would also include teachers.

Time forbids the mention of even the *names* of former pupils who have achieved success, either in this country or abroad. We can only try to answer briefly the question: What has the high school done for this city? Neglecting even this State as a whole.

More than half of the cashiers of banks of deposit, five out of seven treasurers of savings banks, six out of sixteen presidents, and nine out of twenty-one secretaries of insurance companies were from the high school.

About one-quarter of the members of the School Committee and of the City Council were found to be from the Providence High School; but not more than one-tenth of the physicians, and one-sixth of the lawyers of the city, and only one or two of its clergy. Men less frequently settle in their native place in professional than in business life.

A considerable proportion of the manufacturing and mechanical interests of the city was found to be in the hands of former pupils of the High School fifteen years ago. One of the founders of the Brown & Sharpe Manufacturing Company, the managers and secretaries of three steam engine manufactories, the president of the American Screw Company, the president and treasurer of the Tool Company, the treasurer of the Locomotive Works, the secretary of the Horseshoe Company, and many other officials and workers named in the paper before mentioned prove this point.

The proportion occupying important positions in this city was as large as could be expected when we consider two facts:

1. Any growing city is constantly drawing men from the country to fill important places. It is sometimes asserted that the great majority of men prominent in business and professional city life are born and bred in the country.

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2. Excellent private schools in this city have aided in supplying the demand for educated men.

It is evident that an unusually large proportion of the pupils of the Providence High School must have made this city their residence after leaving school. Certainly more than 50 per cent. had done so, and probably as many as 60 or 75 per cent.

Fortunate is that city which can furnish suitable fields of activity for its youth after they have left the school. May those who shape the schools of the twentieth century fully fit them for training the future citizens of Providence; and may those citizens, however broadened by travel and contact with the world, ever be proud to own this city as their home.



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**THE INSTITUTION OF FREE SCHOOLS AND THE  
DEVELOPMENT OF SCHOOL ADMINIS-  
TRATION IN PROVIDENCE.**

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AN ADDRESS DELIVERED BY WALTER H. BARNEY, PRESIDENT OF  
THE SCHOOL COMMITTEE, AT THE PUBLIC SCHOOL CENTEN-  
NIAL CELEBRATION, OCTOBER 22, 1900.

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**FELLOW CITIZENS AND FRIENDS OF THE PUBLIC SCHOOLS :**

We have become so accustomed to consider the public school as a prime necessity and its perpetuation as closely allied to the maintenance of free institutions, that we can hardly appreciate how difficult it was to establish free schools in the old town of Providence.

Our neighboring commonwealths had enacted laws under which public schools were established as early as 1647 and 1650, but the Rhode Island colonists were, perhaps, less inclined to view with favor the establishment of public schools, for the very reason that such schools were cherished institutions in Massachusetts and Connecticut. The town school savored rather too much of the town church for early Rhode Islanders; and those who had been driven from the Bay Colony had not found the schoolhouse standing by the church spire to be so sure a protection against "the blinded bigot's rule" as the poet Whittier would have us believe.

Those who were engaged in "testing out that lively experiment that a flourishing civil state may stand and best be maintained, with full liberty in religious concerns," were inclined to think that education also was a private matter that concerned the parent rather than the state. This jealousy of public interference with the individual is the explanation, as we all know, of much that is peculiar in Rhode Island laws and history, and to the existence of this feeling was doubtless due much of the early opposition to free schools. Roger Williams himself, however, was a man of learning and undertook, among his many other



WALTER H. BARNEY, PRESIDENT SCHOOL COMMITTEE.



arduous labors, the instruction not only of his own children, but of those of some of his friends and neighbors; and some steps towards public assistance of education were taken not long after the foundation of the town.

As early as 1663, the proprietors of the town voted "to set apart a hundred acres of upland and six acres of meadow or eight of lowland in lieu of meadow, to be reserved for the purposes of a school, and to be called by the name of the School Lands of Providence."

In 1685 William Turpin petitioned the town meeting, calling himself "schoolmaster of said town," stating that he had been induced to settle in Providence largely on account of the vote in regard to these school lands, and asked that they might be laid out forthwith and that he and his heirs "be invested in said land so long as he or any of them shall maintain that worthy art of teaching." The records do not inform us what action was taken upon this petition. Turpin maintained a school for some time and also a tavern, at which, at times, the Town Council assembled for their meetings. A record is preserved of an agreement between him and one William Hawkins and wife, in which he covenants to support and instruct Peregrine Gardner in reading and writing for the term of one year for the compensation of six pounds, forty shillings of which were to be paid "in beef and pork, the former at three pence, half penny, and the latter at two pence per pound, twenty shillings in corn at two shillings per bushel, and the balance in silver money," so that we see neither board nor education were expensive in those days, as money now is valued by us.

The next recorded movement in behalf of schools was in 1696, at which time John Dexter, William Hopkins and others petitioned the town for land on Dexter's Lane, now Olney Street, on which to build a schoolhouse. The petition was granted, but the records do not show whether or not this schoolhouse was ever built.

Some time prior to 1747, a lot opposite the courthouse parade was set off for school purposes and a schoolhouse built upon it prior to 1752. So far as we know, this was the first building for school purposes erected by the townsmen of Providence. A little later, a part of the same lot was set off "for the purpose of erecting thereon a jail."

In the year 1752, Joseph Olney, Esek Hopkins, Elisha Brown and John Mawney were appointed to have the care of the town schoolhouse and to appoint a master to teach in said schoolhouse. This appears to have been the first school committee, and is the precedent on which committees were elected from time to time by the town meeting for nearly fifty years thereafter.

The next year a school committee of four was elected with similar authority to the committee of 1752. The vote at the town meeting of June 7, 1756, more explicitly shows us both the nature of the school and the power and duties of the early school committee. It is as follows:

"Mr. John Aplin, Mr. Benjamin Cushing and Mr. Nicho. Brown are chosen to have the general oversight and care of the town schoolhouse, as well for repairing the schoolhouse, appointing and consulting with the master or doing what else may be needful about the same, provided that the town be put to no expense thereabout."

Tuition, fuel, books, ink and repairs were paid for at the expense of the parents of the children taught at the school, the town supplying merely the building and the supervising care of its committee.

In 1767 a strong effort was made by some of the more substantial citizens of the town to establish free schools. A town meeting held in December of that year voted to build "three schoolhouses for small children and one for youth," to provide instruction and to pay the expense from the treasury. A committee was appointed to select a location for the houses, purchase the land and make contracts for their erection, and a School Committee, headed by that grand, old Quaker, Moses Brown, was elected and directed to prepare ordinances for the building, supporting and governing the schools. Both committees went promptly to work and reported at an adjourned town meeting held on Jan. 1, 1768. The School Committee report, written by Hon. Jabez Bowen, is a very able paper and sets forth the reasons for establishing the schools and the lines on which they could best be conducted. The famous report of 1791 follows this earlier report very closely, except in one particular, to which I shall refer later. Both reports were rejected by the town. Moses Brown indorsed on a copy of the report, which was, after his death, found among his papers, that it was "laid before the town by the committee, but a number of the inhabitants (and what is more surprising and remarkable the plan of a Free School supported by a tax was rejected by the poorer sort of the people), being strangely led away not to see their own, as well as the public interest therein (by a few objectors at first), either because they were not the projectors, or had not public spirit to execute so laudable a design, and which was first voted by the town with great freedom." In this manner was the establishment of free schools postponed for a third of a century.\*

In 1764 the original schoolhouse on North Main Street had been

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\* This report, with Moses Brown's endorsement, is given in full at page 497 of Staples Annals of Providence, R. I. Hist. So. Collections, Vol. V.

allowed to become so much out of repair as to be unfit for use, and it was felt moreover that the site was not a suitable one for a school; the proprietors therefore voted to sell the property and to use the proceeds towards building a town schoolhouse in a more favorable location. In 1768 the lot where the Meeting Street schoolhouse now stands was purchased with these funds. About the same time fifty freeholders in the northern part of the town joined together, obtained a charter and erected a schoolhouse on the lot where the Benefit Street school now stands. This lot was given to them by Capt. Joseph Whipple, and the building in his honor was named "Whipple Hall." It is the earliest school building in Providence of which we have any description. It contained two schoolrooms each with a small library room opening out of it and with a porch in front.

About the same time, the town, having been unable to raise by subscription sufficient funds to erect a building on the Meeting Street lot, united with another company of private owners and built the present two-story structure, of which the town owned the lower story and the proprietors the upper. It does not appear whether or not a school was established in either story prior to 1770; but at that time the college, which had been removed from Warren, took possession while the University building was in process of construction, the college using the upper and the University Grammar School the lower story.

After the college vacated the building, the town meeting elected Benjamin West, "master of one of the schools in the new schoolhouse, to receive his reward for educating from the parents of those that he shall teach," specifying that "he be subject to such rules and regulations as may be made hereafter by us."

In 1772 the town meeting voted that "Stephen Hopkins, Moses Brown, and Jabez Bowen, or the major part be a committee to draw up rules and regulations for the town schoolhouse, and to procure and agree with suitable persons to keep the same at the expense of those who sent their children and youth to said schools, and to do everything necessary toward rendering said schools useful, and that suitable persons be annually chosen for said purpose."

The troublesome times of the Revolution soon followed, and the schools both at "Whipple Hall" and at the "Brick Schoolhouse," as the Meeting Street structure was called, were discontinued until 1781. Both buildings were used by the Continental Committee of War for laboratory and magazine purposes.

President Manning, who had removed from Warren in 1770, was most

active in urging the improvement of the town schools, and was for many years and until his death, the chairman of the various School Committees elected by the town meeting.

The first step in advance after the Revolution, was taken by the town meeting of July 29, 1785, at which "Rev. President Manning, Rev. Mr. Enos Hitchcock, Rev. Mr. Joseph Snow, Rev. Mr. Thomas Fitch Oliver, Hon. Jabez Bowen, Esq., Dr. Thomas Truman, Nicholas Brown, Esq., John Innis Clarke, Esq., and Mr. Moses Brown" were appointed "a committee by the name of the School Committee to take the government of the town schoolhouse under their direction, and to appoint proper masters and to give them directions for the government of the schools." This committee was also "empowered to take charge of such other of the schoolhouses in town as the proprietors may think proper to resign unto the care of the town, and also of such funds as may be hereafter provided by the town for the support of schools;" and they were "directed to confer with the proprietors of the several schoolhouses in town upon the subject of resigning their respective houses unto the care of the town or of their committee, and make report to the town of their doings at the next meeting."

The next month the School Committee reported that the proprietors of the Brick Schoolhouse and Whipple Hall had resigned the use of said buildings to the town through its School Committee, to be occupied as free town schools under the care and government of the town. The town meeting voted to accept the offer, tendered a vote of thanks to the proprietors of the two school buildings, and provided that certain moneys due from the state or general government for rents of, and damages done to the Brick Schoolhouse while occupied as a laboratory, should be delivered into the hands of the Town Treasurer "as the beginning of a fund for the sole purpose of establishing free schools in the town." The Town Treasurer was authorized to receive donations for the same purpose. Certain rents for the use of the market house cellar, for wharfage, for rents of stalls in the market house, etc., were also to be placed in this fund, but the records do not show that anything was done under this resolution prior to 1799.

In 1791 a number of inhabitants petitioned the town meeting for the establishment of a sufficient number of schools to provide instruction for the children of the town, and that the expense thereof be paid out of the town treasury. This was referred to the School Committee, at the head of which was President Manning. The committee prepared a very careful, full, and able report along the lines of the report of the committee of

1767, differing only in recommending that "as the Society of Friends have a convenient schoolroom of their own, and choose to educate their children under the tuition of their own members and the direction of a committee of their own meeting," it was recommended that they "receive a proportion of the school money based on the number of children in their schools as compared with the whole number admitted out of the town funds." The report recommended that the proposed schools be placed under the government of the School Committee, and in consequence of this recommendation tendered their own resignation.\*

President Manning died just a few days before the town meeting at which this report was presented. The report was adopted, but the town refused to accept the resignation of the committee, and continued them with directions to draft rules and regulations for the government of the schools. A committee was also appointed to acquire Whipple Hall, and the proprietors' rights in the Brick Schoolhouse. The Town Council does not appear to have taken any steps toward carrying this vote into effect. In September of the following year the town meeting again voted to establish free schools, and the Town Council was directed to carry into effect the report of the School Committee. The same vote was again adopted in 1795, but the Town Council still neglected to carry out the direction, probably because no adequate funds were provided.

This was the condition of the school question, when in 1798, the Providence Association of Mechanics and Manufacturers was induced to take hold of the subject by John Howland, who may rightly be called the father of the public schools in Providence. A barber by trade, he was a man of more than ordinary natural ability and force of character. His shop seems to have been the meeting place of many of the most substantial citizens of the town, and his personal influence was felt far and wide among the influential and wealthy merchants as well as among his more humble friends in the Association of Mechanics and Manufacturers.

Greatly impressed with the need of educating the rising generation, he, with a few friends, started upon the ambitious project of inducing the General Assembly to establish free schools throughout the State. The petition was presented early in 1799, and continued to await the instructions of the towns through their members to be elected at the annual election.† By the efforts of Howland and his friends both Providence

\* This report is given in full at page 146 of Stockwell's History of Public Education in Rhode Island.

† This petition is given in full at page 506 of Staples Annals of Providence.



and Newport passed resolutions directing their Representatives to support the bill. Much assistance was also obtained from a Representative from the town of Smithfield, and the bill passed the House by a good majority, but failed to obtain satisfactory support in the Senate in which the petition was held until the February session assembled in Providence. Howland, almost in despair of success, was urging every one of his acquaintance to use their influence in favor of the bill. Among those approached by him was one John I. Clarke, who informed Howland that he expected to entertain the Governor and the Senate at a dinner that afternoon, and would use his best endeavors to assist the act. That good dinner and the good words spoken by the host in favor of the school bill resulted in its unanimous passage on the following day.

The law provided for the establishment of free schools by every town in the State, and for a distribution of a portion of the State funds to assist in this undertaking. The Act was not favorably received outside of Providence, its provisions with regard to State assistance were suspended, the towns refused to comply with its provisions, and in 1803 the law was repealed.

The town of Providence, however, at once upon the passage of the law took steps to carry it into effect. The rights of the proprietors in Whipple Hall and the Brick Schoolhouse were acquired, the town voted to establish four schools, one at Whipple Hall, one at the Brick Schoolhouse, one in a new schoolhouse to be built in the south part of the town, and one in another school building to be erected on the west side of the river. The School Committee prepared rules and regulations which were accepted by the town meeting, the Town Council were directed to employ preceptors for the four schools, and assistants or ushers if, in their judgment, the same were necessary.

Howland, however, did not leave the matter as his predecessors had done, but at a town meeting held on April 26, 1800, moved to appropriate \$4,000 for the purpose of carrying the previous resolutions into effect. This motion was bitterly opposed by some on the ground that the town could not afford to spend so much money for the purpose; while others thought they could the better defeat the motion by claiming that \$4,000 was grossly insufficient for the purpose, and that if the town was to embark on the enterprise at least \$6,000 should be appropriated. Howland rose to the emergency and promptly accepted the amendment proposing a special tax of \$6,000. The motion was put to vote and promptly carried to the consternation of those who had proposed the larger sum. In his quaint description of the meeting, Howland says that some of them ran at him

in the confusion and excitement of the moment shouting, "You have tricked us! You have tricked us! We did not mean to give you so much money;" to which he calmly replied, "You have tricked yourselves and I am glad of it." Thus was the battle for free schools won under Howland's leadership.

Beside the \$635,000 which we now calmly provide for the annual support of our school system, the amount appropriated by the town meeting of 1800 seems very small; but appropriations are to be deemed large or small by comparison with the means and other expenditures of those who make them. In 1800 the town had progressed beyond the times of Thomas Clemence, who, as Town Treasurer in 1667, had been able to make the unique report that he had neither received nor paid out anything for the town during the preceding year. The expenditures, however, were still small, and the report rendered to the town meeting in August, 1800, shows that the entire amount expended in the preceding year was \$7,843.15, and that the debt of the town was \$22,554.22. So that the special tax of \$6,000 for schools was nearly as much in amount as all of the other regular expenses of the town at that time, and must have seemed recklessly extravagant to some of the thrifty citizens of that time.

Our expenditures for the fiscal year just closed were \$4,529,894.14, and we can easily understand what would be the fate of any proposition to institute a new and continuing expenditure, even for the most laudable purpose, which would nearly double this amount. The town then had a population of a little over 9,000, and the assessed property valuation of two and three-quarters millions. The present valuation is \$192,000,000, or about seventy times that of 1800, and the population in round numbers is 176,000. While the expenditures for schools have grown from \$6,000 to something over \$600,000, those for other purposes have expanded from less than \$8,000 to nearly \$3,000,000, exclusive of interest and payments to sinking funds which call for nearly a million more. That is, the population has increased 22 fold, the taxed valuation 70 fold, the school appropriation 106 fold, and, the appropriations for other purposes 500 fold.

The new schoolhouses were promptly built, Whipple Hall and the Brick Schoolhouse placed in repair, preceptors elected, and on the third Monday of October, 1800, for the first time schools were opened free to the children of Providence.

The numbers that assembled show that substantially the whole of the school population at first attended. The numbers reported are 180 at

Whipple Hall, 229 at the Brick Schoolhouse, 240 at the south schoolhouse on Transit Street, and 338 at the new schoolhouse on Claverick Street near Friendship. As may easily be imagined the preceptors at once found that assistance was needed, and ushers were promptly elected by the Town Council. The masters received a salary of \$500, the ushers \$200. Probably our school teachers of to-day, when they consider that these schools of from 200 to 350 pupils were of all grades, from those learning the alphabet to those preparing to enter the university, will imagine that their predecessors well earned these salaries.

With the establishing of the schools in 1800 the control passed from the town meeting to the Town Council; the School Committee had far less authority than when they had previously acted as the accredited agents of the town.

The resolution adopted September 6, 1800, is as follows:

"VOTED AND RESOLVED, That the following gentlemen, to wit, Dr. Enos Hitchcock, Dr. Stephen Gano, Jonathan Maxey, Jabez Bowen, Esq., Willm Jones, Esq., David L. Barnes, Esq., James Burrill, Jr., Esq., John Carlile, Esq., John Howland, Esq., and Amos Main Atwell, be and they hereby are appointed a committee in addition to the Town Council, whose business it shall be to devise the best mode of instruction, and rules for the discipline and government of the public schools to be used in this town, and to visit and give such advice to the masters of said schools as they may think proper, and to examine the scholars in the several branches of learning in which they may be taught, and endeavor to stimulate them to a due improvement therein."

It will be seen that their duties were wholly advisory, and that the business of managing the schools was left in the hands of the Town Council. The Council chose the preceptors and ushers, fixed their salaries, fixed the hours of the schools, and the days to be observed as holidays, granted leave to transfer children from one district to another, fixed the text-books to be used, ordered repairs on the buildings, granted leave of absence to preceptors, and in general attended to all of the details of managing the schools. To them were all petitions for changes of teachers or methods in the schools addressed; such a matter even as the repairing of a stove pipe was solemnly considered by them, and the President of the Town Council appointed a committee to attend to the matter, make measurements and cause repairs to be made.

The Town Council also determined when examinations of the schools should take place, fixed the form of examination, notified the masters of the intended visitation, and summoned the School Committee to join with them in visiting the schools. All of these things were done in due and

regular order and with an appropriate employment of red tape. The five members of the Council assembled in the Town House, fixed the dates and hours for visitation. They passed a vote recommending the several masters to prepare to receive the committee by complying with the following regulation, viz.:

"First, they shall enjoin upon their Scholars the propriety of appearing neat and clean, and that the Committee expect a general and punctual attendance at the time appointed.

"Second, that the Scholars in the several Schools be prepared in the first place, to exhibit their Writing and Cyphering Books in good order.

"Third, that the Masters call upon each Scholar to read a short sentence in that Book which may be used in the Class to which such Scholar belongs.

"Fourth, that the Committee may be informed of the progress of the several scholars in the Art of Spelling, the Masters are desired to direct them to spell one Word each.

"Fifth, if Time should permit the Committee will hear the Scholars recite passages in Geography, English Grammar, and Arithmetick, and such other select pieces as may be adapted to their several Capacities.

"Ordered that the clerk provide each of the Masters with a copy of the foregoing regulations."

These continued to be the standing rules for the examination of scholars, until the control passed out of the hands of the Town Council in 1828. This communication was solemnly delivered to the masters of the several schools by the Town Sergeant, who enters in his monthly account the charge of delivering these four messages at 15 cents each,—60 cents. The Town Sergeant also formerly summoned the members of the School Committee to take part in the visitation, charging the town 8 cents for each notice. On the day appointed, the committee met the Council, at the Town Hall, and escorted by the Town Sergeant visited the schools and examined the pupils. A half day was devoted to the visitation of each school, making two days in all. At the close of the second day the Town Council and School Committee assembled, passed votes, highly laudatory of the condition of the schools and the work of the preceptors, which they directed to be published in the newspapers of the town and communicated to the preceptors of the schools, which was promptly attended to by the Town Sergeant, who charged the customary fee for his services. These visitations continued at quarterly intervals for twenty-eight years.

At first the committee seemed not to have visited the schools officially except in this formal manner. It was not until 1813 that the right of

the School Committee to inspect them at other times than the regular visitations was established by vote of the Town Council.

In the following October, sub-committees to have the oversight of the separate schools were for the first time appointed. The School Committee does not appear to have met except in conjunction with the Town Council. When the visitation was completed, matters concerning the schools were usually considered at an evening session. Gradually the Town Council began to consult the School Committee with reference to the selection of teachers, and occasionally on other matters.

In October, 1816, the Town Council and School Committee decided that there was need of more constant supervision of the schools, and voted that the schools should be "under the superintending care of the reverend clergy, interim between quarterly visitations." One clergyman was appointed as a special committee for each of the first three districts and two for the fourth district.

In 1817, the Town Council received a communication informing them that the preceptor of the Fourth District School was in jail for debt, and was not likely to be released for some time to come, and that, therefore, it would "probably be advisable to appoint a new preceptor." A large number of applications were received which threw much light on the kind of material available for teachers in those days. In this connection I wish to pay tribute to the great and monumental work performed by the Record Commissioners of the town in preserving, assorting and arranging for convenient reference a vast mass of material, from which it is possible to acquire very vivid pictures of the town of Providence in the days of our forefathers.

Eighteen hundred and twenty-one was a notable year in Providence schools. In July, charges were presented against one of the preceptors, charging him with incapacity and undue severity. The Town Council summoned the School Committee to meet with them that evening for the purpose of their aid, and afterwards referred the whole matter to them. The charges seem to have been sustained as a new preceptor was elected the following fall. The School Committee and Town Council appear to have been acting with unusual harmony; teachers were elected by joint ballot, and sub-committees, consisting of one member of the Town Council and two or more of the committee, were appointed to have charge of the several schools; also a committee on qualifications was appointed, consisting of the President of the Town Council, and three members of the School Committee.

When the new preceptor for the fourth district was announced, trouble

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appeared from another quarter. Sixty-seven of the inhabitants of the district assembled "in the vestry of Mr. Wilson's meeting house," and adopted resolutions stating that "a large portion of the inhabitants of the district, having long and patiently submitted to a state of things in this school which is directly opposed to their feelings and interest, had just cause to hope that at the next appointment of a preceptor their wishes would at least receive some consideration." They further resolved that their wishes had been "clearly and unequivocally made known to the School Committee by a recommendation in favor of Mr. Shaw, and that the appointment of Mr. Holroyd was both unlooked for and unsatisfactory." They appointed a committee to wait on the Town Council and request that a meeting of the School Committee "be forthwith called for the purpose of revoking the appointment of Mr. Holroyd in favor of Mr. Shaw."

This emphatic action of voters seems to have stricken the members of the Town Council with consternation. They immediately sent out the Town Sergeant and summoned the members of the School Committee for a meeting that afternoon. At the time the meeting assembled the Council had evidently obtained more "light," and they voted that "upon investigation it appears that the appointment of the preceptors of the public schools in this Town by ballot in conjunction with the School Committee is irregular and illegal; the appointment of instructors belongs exclusively to this Council." They thereupon voted to proceed to the election of preceptors and substituted the name of Mr. Shaw in the place of Mr. Holroyd, who, a year or so afterwards, was appointed as a preceptor in one of the other schools.

For the next four years the School Committee was again relegated to its old position as merely visitors of the schools. The effect of this was evident in decreased attendance of the committee at the quarterly visitations, and apparent unwillingness of persons elected to accept the position. It was evident that some new departure was necessary to infuse new life into the committee. The annual town meeting of 1827, referred the election of School Committee to the Town Council. Especial effort was made to obtain a large and able committee and to insure their acceptance of the position. Thirty-six gentlemen were chosen and a circular letter sent to them from the Town Council, announcing their election and requesting them to announce whether or not they would accept the position, stating that an immediate answer was desired, as they intended to fill all vacancies at the next meeting. The result was eminently satisfactory, the new committee under the leadership of President Wayland

took hold with energy, investigated the schools in Boston and elsewhere and made an able report, recommending changes in the Providence schools, including the establishment of a primary grade for the smaller children, so as to afford the masters opportunity for more thorough and better work with the older pupils; also the establishment of a high school, and various other suggestions for the improvement of the school work. All of the recommendations were adopted by the Council, except that in favor of a high school.

The following year the State took action and passed a law establishing free schools, directing the appointment of a committee of not less than seven nor more than twenty-one, who were given large discretionary powers in the management and control of the schools, including the selection and dismissal of teachers. The Providence committee organized under the State law June 28, 1828.

In 1832 the city charter went into effect, and from that time until 1854 the School Committee were elected by the City Council. This period may be considered as the one in which the schools were under the direct or indirect control of the City Council. The City of Providence was, by the charter, exempted from the provisions of the school law of 1828, and, although the Council allowed the School Committee a wide latitude in their action, the City Council, both through its appointment of the committee and through its general powers, was the ultimate master in all things affecting the schools. An ordinance passed June 4, 1832, provided that the City Council should annually appoint not less than five nor more than thirty persons, residents of the city, as a School Committee for the year ensuing.

In June, 1853, the election of the School Committee was passed, and in the following month a new ordinance was adopted providing for a School Committee of forty persons. Thirty members were at once elected, being largely those already in office, and a committee of one from each ward appointed to nominate additional members, who were elected the following month. In May, 1854, the Legislature passed an Act providing for the annual election by each of the seven wards of the city, of two members of the School Committee for a term of two years. The first year the City Council were to elect fourteen members for one year, so as to fill out the quota. The Mayor and President of the Common Council were made ex-officio members of the School Committee.

The feeling that this plan was "likely to lead to the introduction of politics into the committee," resulted in a change in the law in the following year, by which it was provided that each ward should elect one mem-

ber for one year, one for two years, and one for three years, and thereafter annually one for three years, making twenty-one in all; that the City Council should annually elect twenty members, and that the Mayor, the President of the Common Council, and the Chairman of the Committee on Education should be ex-officio members of the committee, making a total of forty-four.

This continued for three years, when at the spring election propositions to amend the charter in a number of particulars were submitted to the electors. Among them was a proposition that the School Committee should be elected by wards. All of the propositions were approved by substantial majorities. In consequence, an act was passed at the following May session by which the wards were directed to each elect six members, who should draw lots for their term of service, so that one-third should serve for one year, one-third for two years, and the remaining third for three years, thereafter each ward to annually elect two members for three years. The ex-officio members were retained, making a committee of fifty-one, which was increased to sixty-three by the addition of the ninth and tenth wards.

In 1889 a law was passed to reduce that cumbersome body by providing that thereafterwards the wards should annually elect one member instead of two for a term of three years, thus gradually reducing the committee to thirty-three, its present number.

Up to 1896 the law exempting the schools of Providence from the State law continued in force, and the schools were under the joint control of the School Committee and the City Council, the latter body determining when and what schools should be opened, what salaries should be paid, and by their general powers in addition to their control of appropriations practically holding a check on any new departure in school work.

This dual control was always a source of friction, and at times worked quite injuriously to the interests of the schools. Up to 1856 the selection and control of janitors was in the hands of the teachers. From that date to 1876 the Executive Committee of the School Committee had charge of this work, together with that of repairs on school buildings. The control was then placed in the hands of the Committee on City Property, from whom, in 1893, it was transferred to the Joint Standing Committee on Education. As the janitors were chosen by a committee of the City Council, they were in no way responsible to either teachers or School Committee. This resulted in unpleasant occurrences, which at times were almost unbearable. The control of the salaries also at times



was very injurious to the schools, particularly in the high schools, where it was difficult to retain the brighter and more enterprising teachers, who were attracted elsewhere by offers of larger compensation.

In many other particulars differences of opinion, arising between the committee and the Council, exemplified the dangers of dual control. In 1895, the Council passed an ordinance requiring that all employees of the city should be residents or taxpayers. This was intended to apply to the schools, as well as to other branches of the city work, and might easily have resulted in most serious consequences, since, in the selection of high school teachers and grammar masters in particular, it is always in large measure necessary to go outside of the city to find persons of experience fitted for the positions, as that experience can only be obtained by work in the towns and smaller cities, so that, except in a case where the position could be filled by a promotion, or where the candidate happened to be out of employment for the time being, it was absolutely necessary to go outside of the city for proper and experienced candidates.

A ruling by the City Solicitor that the school department was not technically a "city department" saved the schools for the time being, but investigation showed that it was only necessary to change the wording of the ordinance to renew the danger, and that the power to accomplish the purpose was without question in the Council. This was demonstrated by a little incident, which, though of small consequence in itself, was a sort of "last straw" in the list of grievances. The School Committee desired to reorganize one of its departments in a way that was believed would increase its efficiency, and certainly would decrease its cost. Request for power was made to the Council. The ordinance passed one branch, but was held up in the other. After changes had several times been made to meet proposed objections, it was finally found that the reason for withholding assent came from an endeavor to keep in office certain teachers to whom some of the members of the City Government were friendly, and who would lose their positions if the ordinance went into effect.

The School Committee felt that the time for action had come, and that petty interference of this kind could no longer be submitted to, and appealed to the Legislature. In 1896 an act passed both houses of the General Assembly by unanimous vote, placing the entire government of the Providence schools in the hands of the School Committee, save only the matter of the erection and repair of school buildings, and the determination of the aggregate amount of appropriations for school purposes.

We can, therefore, divide school administration in Providence into periods, as follows:

*First*, The Town Meeting period, in which the control was in the hands of the Town Meeting, acting at times through specially appointed School Committees. This period ends with the establishment of free schools in 1800.

*Second*, The Town Council period, in which the control of the schools was entirely in that body, the School Committee acting simply as their advisors and without any power or control. This period ends with the legal establishment of the School Committee by the law of 1828, and is followed by a short interim of four years, in which the control of the schools was in the committee under the State law.

*Third*, The City Council period, extending from the institution of the City Government in 1832 up to 1854, during which, as we have seen, the control of the City Council was paramount, the School Committee being merely its agent, elected by it and under the control of such ordinances as the Council saw fit to pass from time to time.

*Fourth*, the period of Joint Control, commencing with the election of the School Committee by the people and lasting until the passage of the law of 1896. In this period the responsibility was divided between the School Committee and the City Council.

We have just entered upon a fifth period, in which the schools are under the direction of the School Committee, save only in the matters of total expenditures and the erection and repair of school buildings.

In considering the history of school administration in our city, three movements seem worthy of notice :

First, the change in the office and work of the School Committee and the institution of trained supervision. As we have seen, the early committee was an advisory body, merely, its principal work being to visit the schools, examine the pupils and to advise with the teachers. Theoretically this duty has continued to the present time ; but, in fact, this work is now largely in the hands of paid experts.

In 1842 the School Committee, under the leadership of Thomas W. Dorr, who was intensely interested in school matters, induced the Council to establish the office of Superintendent of Schools. This office is said to have been suggested to Dorr by the employment of superintendents in the great manufacturing industries of the State. It was a new departure in school work, Buffalo alone having commenced a similar experiment in the previous year. The change was a success from the start, and the schools received new impetus from the constant and systematic visitation of a trained expert. The Superintendent, however, from the first has been something more than a mere inspecting officer, he has had large discretion-

and Newport passed resolutions directing their Representatives to support the bill. Much assistance was also obtained from a Representative from the town of Smithfield, and the bill passed the House by a good majority, but failed to obtain satisfactory support in the Senate in which the petition was held until the February session assembled in Providence. Howland, almost in despair of success, was urging every one of his acquaintance to use their influence in favor of the bill. Among those approached by him was one John I. Clarke, who informed Howland that he expected to entertain the Governor and the Senate at a dinner that afternoon, and would use his best endeavors to assist the act. That good dinner and the good words spoken by the host in favor of the school bill resulted in its unanimous passage on the following day.

The law provided for the establishment of free schools by every town in the State, and for a distribution of a portion of the State funds to assist in this undertaking. The Act was not favorably received outside of Providence, its provisions with regard to State assistance were suspended, the towns refused to comply with its provisions, and in 1803 the law was repealed.

The town of Providence, however, at once upon the passage of the law took steps to carry it into effect. The rights of the proprietors in Whipple Hall and the Brick Schoolhouse were acquired, the town voted to establish four schools, one at Whipple Hall, one at the Brick Schoolhouse, one in a new schoolhouse to be built in the south part of the town, and one in another school building to be erected on the west side of the river. The School Committee prepared rules and regulations which were accepted by the town meeting, the Town Council were directed to employ preceptors for the four schools, and assistants or ushers if, in their judgment, the same were necessary.

Howland, however, did not leave the matter as his predecessors had done, but at a town meeting held on April 26, 1800, moved to appropriate \$4,000 for the purpose of carrying the previous resolutions into effect. This motion was bitterly opposed by some on the ground that the town could not afford to spend so much money for the purpose; while others thought they could the better defeat the motion by claiming that \$4,000 was grossly insufficient for the purpose, and that if the town was to embark on the enterprise at least \$6,000 should be appropriated. Howland rose to the emergency and promptly accepted the amendment proposing a special tax of \$6,000. The motion was put to vote and promptly carried to the consternation of those who had proposed the larger sum. In his quaint description of the meeting, Howland says that some of them ran at him

in the confusion and excitement of the moment shouting, "You have tricked us! You have tricked us! We did not mean to give you so much money;" to which he calmly replied, "You have tricked yourselves and I am glad of it." Thus was the battle for free schools won under Howland's leadership.

Beside the \$635,000 which we now calmly provide for the annual support of our school system, the amount appropriated by the town meeting of 1800 seems very small; but appropriations are to be deemed large or small by comparison with the means and other expenditures of those who make them. In 1800 the town had progressed beyond the times of Thomas Clemence, who, as Town Treasurer in 1667, had been able to make the unique report that he had neither received nor paid out anything for the town during the preceding year. The expenditures, however, were still small, and the report rendered to the town meeting in August, 1800, shows that the entire amount expended in the preceding year was \$7,843.15, and that the debt of the town was \$22,554.22. So that the special tax of \$6,000 for schools was nearly as much in amount as all of the other regular expenses of the town at that time, and must have seemed recklessly extravagant to some of the thrifty citizens of that time.

Our expenditures for the fiscal year just closed were \$4,529,894.14, and we can easily understand what would be the fate of any proposition to institute a new and continuing expenditure, even for the most laudable purpose, which would nearly double this amount. The town then had a population of a little over 9,000, and the assessed property valuation of two and three-quarters millions. The present valuation is \$192,000,000, or about seventy times that of 1800, and the population in round numbers is 176,000. While the expenditures for schools have grown from \$6,000 to something over \$600,000, those for other purposes have expanded from less than \$8,000 to nearly \$3,000,000, exclusive of interest and payments to sinking funds which call for nearly a million more. That is, the population has increased 22 fold, the taxed valuation 70 fold, the school appropriation 106 fold, and, the appropriations for other purposes 500 fold.

The new schoolhouses were promptly built, Whipple Hall and the Brick Schoolhouse placed in repair, preceptors elected, and on the third Monday of October, 1800, for the first time schools were opened free to the children of Providence.

The numbers that assembled show that substantially the whole of the school population at first attended. The numbers reported are 180 at

Whipple Hall, 230 at the Brick Schoolhouse, 240 at the south schoolhouse on Transit Street, and 338 at the new schoolhouse on Claverick Street near Friendship. As may easily be imagined the preceptors at once found that assistance was needed, and ushers were promptly elected by the Town Council. The masters received a salary of \$500, the ushers \$200. Probably our school teachers of to-day, when they consider that these schools of from 200 to 350 pupils were of all grades, from those learning the alphabet to those preparing to enter the university, will imagine that their predecessors well earned these salaries.

With the establishing of the schools in 1800 the control passed from the town meeting to the Town Council; the School Committee had far less authority than when they had previously acted as the accredited agents of the town.

The resolution adopted September 6, 1800, is as follows:

"VOTED AND RESOLVED, That the following gentlemen, to wit, Dr. Enos Hitchcock, Dr. Stephen Gano, Jonathan Maxey, Jabez Bowen, Esq., Willm Jones, Esq., David L. Barnes, Esq., James Burrill, Jr., Esq., John Carlile, Esq., John Howland, Esq., and Amos Main Atwell, be and they hereby are appointed a committee in addition to the Town Council, whose business it shall be to devise the best mode of instruction, and rules for the discipline and government of the public schools to be used in this town, and to visit and give such advice to the masters of said schools as they may think proper, and to examine the scholars in the several branches of learning in which they may be taught, and endeavor to stimulate them to a due improvement therein."

It will be seen that their duties were wholly advisory, and that the business of managing the schools was left in the hands of the Town Council. The Council chose the preceptors and ushers, fixed their salaries, fixed the hours of the schools, and the days to be observed as holidays, granted leave to transfer children from one district to another, fixed the text-books to be used, ordered repairs on the buildings, granted leave of absence to preceptors, and in general attended to all of the details of managing the schools. To them were all petitions for changes of teachers or methods in the schools addressed; such a matter even as the repairing of a stove pipe was solemnly considered by them, and the President of the Town Council appointed a committee to attend to the matter, make measurements and cause repairs to be made.

The Town Council also determined when examinations of the schools should take place, fixed the form of examination, notified the masters of the intended visitation, and summoned the School Committee to join with them in visiting the schools. All of these things were done in due and

regular order and with an appropriate employment of red tape. The five members of the Council assembled in the Town House, fixed the dates and hours for visitation. They passed a vote recommending the several masters to prepare to receive the committee by complying with the following regulation, viz.:

"First, they shall enjoin upon their Scholars the propriety of appearing neat and clean, and that the Committee expect a general and punctual attendance at the time appointed.

"Second, that the Scholars in the several Schools be prepared in the first place, to exhibit their Writing and Cyphering Books in good order.

"Third, that the Masters call upon each Scholar to read a short sentence in that Book which may be used in the Class to which such Scholar belongs.

"Fourth, that the Committee may be informed of the progress of the several scholars in the Art of Spelling, the Masters are desired to direct them to spell one Word each.

"Fifth, if Time should permit the Committee will hear the Scholars recite passages in Geography, English Grammar, and Arithmetick, and such other select pieces as may be adapted to their several Capacities.

"Ordered that the clerk provide each of the Masters with a copy of the foregoing regulations."

These continued to be the standing rules for the examination of scholars, until the control passed out of the hands of the Town Council in 1828. This communication was solemnly delivered to the masters of the several schools by the Town Sergeant, who enters in his monthly account the charge of delivering these four messages at 15 cents each,—60 cents. The Town Sergeant also formerly summoned the members of the School Committee to take part in the visitation, charging the town 8 cents for each notice. On the day appointed, the committee met the Council, at the Town Hall, and escorted by the Town Sergeant visited the schools and examined the pupils. A half day was devoted to the visitation of each school, making two days in all. At the close of the second day the Town Council and School Committee assembled, passed votes, highly laudatory of the condition of the schools and the work of the preceptors, which they directed to be published in the newspapers of the town and communicated to the preceptors of the schools, which was promptly attended to by the Town Sergeant, who charged the customary fee for his services. These visitations continued at quarterly intervals for twenty-eight years.

At first the committee seemed not to have visited the schools officially except in this formal manner. It was not until 1813 that the right of

the School Committee to inspect them at other times than the regular visitations was established by vote of the Town Council.

In the following October, sub-committees to have the oversight of the separate schools were for the first time appointed. The School Committee does not appear to have met except in conjunction with the Town Council. When the visitation was completed, matters concerning the schools were usually considered at an evening session. Gradually the Town Council began to consult the School Committee with reference to the selection of teachers, and occasionally on other matters.

In October, 1816, the Town Council and School Committee decided that there was need of more constant supervision of the schools, and voted that the schools should be "under the superintending care of the reverend clergy, interim between quarterly visitations." One clergyman was appointed as a special committee for each of the first three districts and two for the fourth district.

In 1817, the Town Council received a communication informing them that the preceptor of the Fourth District School was in jail for debt, and was not likely to be released for some time to come, and that, therefore, it would "probably be advisable to appoint a new preceptor." A large number of applications were received which threw much light on the kind of material available for teachers in those days. In this connection I wish to pay tribute to the great and monumental work performed by the Record Commissioners of the town in preserving, assorting and arranging for convenient reference a vast mass of material, from which it is possible to acquire very vivid pictures of the town of Providence in the days of our forefathers.

Eighteen hundred and twenty-one was a notable year in Providence schools. In July, charges were presented against one of the preceptors, charging him with incapacity and undue severity. The Town Council summoned the School Committee to meet with them that evening for the purpose of their aid, and afterwards referred the whole matter to them. The charges seem to have been sustained as a new preceptor was elected the following fall. The School Committee and Town Council appear to have been acting with unusual harmony; teachers were elected by joint ballot, and sub-committees, consisting of one member of the Town Council and two or more of the committee, were appointed to have charge of the several schools; also a committee on qualifications was appointed, consisting of the President of the Town Council, and three members of the School Committee.

When the new preceptor for the fourth district was announced, trouble

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appeared from another quarter. Sixty-seven of the inhabitants of the district assembled "in the vestry of Mr. Wilson's meeting house," and adopted resolutions stating that "a large portion of the inhabitants of the district, having long and patiently submitted to a state of things in this school which is directly opposed to their feelings and interest, had just cause to hope that at the next appointment of a preceptor their wishes would at least receive some consideration." They further resolved that their wishes had been "clearly and unequivocally made known to the School Committee by a recommendation in favor of Mr. Shaw, and that the appointment of Mr. Holroyd was both unlooked for and unsatisfactory." They appointed a committee to wait on the Town Council and request that a meeting of the School Committee "be forthwith called for the purpose of revoking the appointment of Mr. Holroyd in favor of Mr. Shaw."

This emphatic action of voters seems to have stricken the members of the Town Council with consternation. They immediately sent out the Town Sergeant and summoned the members of the School Committee for a meeting that afternoon. At the time the meeting assembled the Council had evidently obtained more "light," and they voted that "upon investigation it appears that the appointment of the preceptors of the public schools in this Town by ballot in conjunction with the School Committee is irregular and illegal; the appointment of instructors belongs exclusively to this Council." They thereupon voted to proceed to the election of preceptors and substituted the name of Mr. Shaw in the place of Mr. Holroyd, who, a year or so afterwards, was appointed as a preceptor in one of the other schools.

For the next four years the School Committee was again relegated to its old position as merely visitors of the schools. The effect of this was evident in decreased attendance of the committee at the quarterly visitations, and apparent unwillingness of persons elected to accept the position. It was evident that some new departure was necessary to infuse new life into the committee. The annual town meeting of 1827, referred the election of School Committee to the Town Council. Especial effort was made to obtain a large and able committee and to insure their acceptance of the position. Thirty-six gentlemen were chosen and a circular letter sent to them from the Town Council, announcing their election and requesting them to announce whether or not they would accept the position, stating that an immediate answer was desired, as they intended to fill all vacancies at the next meeting. The result was eminently satisfactory, the new committee under the leadership of President Wayland



took hold with energy, investigated the schools in Boston and elsewhere and made an able report, recommending changes in the Providence schools, including the establishment of a primary grade for the smaller children, so as to afford the masters opportunity for more thorough and better work with the older pupils; also the establishment of a high school, and various other suggestions for the improvement of the school work. All of the recommendations were adopted by the Council, except that in favor of a high school.

The following year the State took action and passed a law establishing free schools, directing the appointment of a committee of not less than seven nor more than twenty-one, who were given large discretionary powers in the management and control of the schools, including the selection and dismissal of teachers. The Providence committee organized under the State law June 28, 1828.

In 1832 the city charter went into effect, and from that time until 1854 the School Committee were elected by the City Council. This period may be considered as the one in which the schools were under the direct or indirect control of the City Council. The City of Providence was, by the charter, exempted from the provisions of the school law of 1828, and, although the Council allowed the School Committee a wide latitude in their action, the City Council, both through its appointment of the committee and through its general powers, was the ultimate master in all things affecting the schools. An ordinance passed June 4, 1832, provided that the City Council should annually appoint not less than five nor more than thirty persons, residents of the city, as a School Committee for the year ensuing.

In June, 1853, the election of the School Committee was passed, and in the following month a new ordinance was adopted providing for a School Committee of forty persons. Thirty members were at once elected, being largely those already in office, and a committee of one from each ward appointed to nominate additional members, who were elected the following month. In May, 1854, the Legislature passed an Act providing for the annual election by each of the seven wards of the city, of two members of the School Committee for a term of two years. The first year the City Council were to elect fourteen members for one year, so as to fill out the quota. The Mayor and President of the Common Council were made ex-officio members of the School Committee.

The feeling that this plan was "likely to lead to the introduction of politics into the committee," resulted in a change in the law in the following year, by which it was provided that each ward should elect one mem-

ber for one year, one for two years, and one for three years, and thereafter annually one for three years, making twenty-one in all; that the City Council should annually elect twenty members, and that the Mayor, the President of the Common Council, and the Chairman of the Committee on Education should be ex-officio members of the committee, making a total of forty-four.

This continued for three years, when at the spring election propositions to amend the charter in a number of particulars were submitted to the electors. Among them was a proposition that the School Committee should be elected by wards. All of the propositions were approved by substantial majorities. In consequence, an act was passed at the following May session by which the wards were directed to each elect six members, who should draw lots for their term of service, so that one-third should serve for one year, one-third for two years, and the remaining third for three years, thereafter each ward to annually elect two members for three years. The ex-officio members were retained, making a committee of fifty-one, which was increased to sixty-three by the addition of the ninth and tenth wards.

In 1889 a law was passed to reduce that cumbersome body by providing that thereafterwards the wards should annually elect one member instead of two for a term of three years, thus gradually reducing the committee to thirty-three, its present number.

Up to 1896 the law exempting the schools of Providence from the State law continued in force, and the schools were under the joint control of the School Committee and the City Council, the latter body determining when and what schools should be opened, what salaries should be paid, and by their general powers in addition to their control of appropriations practically holding a check on any new departure in school work.

This dual control was always a source of friction, and at times worked quite injuriously to the interests of the schools. Up to 1856 the selection and control of janitors was in the hands of the teachers. From that date to 1876 the Executive Committee of the School Committee had charge of this work, together with that of repairs on school buildings. The control was then placed in the hands of the Committee on City Property, from whom, in 1893, it was transferred to the Joint Standing Committee on Education. As the janitors were chosen by a committee of the City Council, they were in no way responsible to either teachers or School Committee. This resulted in unpleasant occurrences, which at times were almost unbearable. The control of the salaries also at times

was very injurious to the schools, particularly in the high schools, where it was difficult to retain the brighter and more enterprising teachers, who were attracted elsewhere by offers of larger compensation.

In many other particulars differences of opinion, arising between the committee and the Council, exemplified the dangers of dual control. In 1895, the Council passed an ordinance requiring that all employees of the city should be residents or taxpayers. This was intended to apply to the schools, as well as to other branches of the city work, and might easily have resulted in most serious consequences, since, in the selection of high school teachers and grammar masters in particular, it is always in large measure necessary to go outside of the city to find persons of experience fitted for the positions, as that experience can only be obtained by work in the towns and smaller cities, so that, except in a case where the position could be filled by a promotion, or where the candidate happened to be out of employment for the time being, it was absolutely necessary to go outside of the city for proper and experienced candidates.

A ruling by the City Solicitor that the school department was not technically a "city department" saved the schools for the time being, but investigation showed that it was only necessary to change the wording of the ordinance to renew the danger, and that the power to accomplish the purpose was without question in the Council. This was demonstrated by a little incident, which, though of small consequence in itself, was a sort of "last straw" in the list of grievances. The School Committee desired to reorganize one of its departments in a way that was believed would increase its efficiency, and certainly would decrease its cost. Request for power was made to the Council. The ordinance passed one branch, but was held up in the other. After changes had several times been made to meet proposed objections, it was finally found that the reason for withholding assent came from an endeavor to keep in office certain teachers to whom some of the members of the City Government were friendly, and who would lose their positions if the ordinance went into effect.

The School Committee felt that the time for action had come, and that petty interference of this kind could no longer be submitted to, and appealed to the Legislature. In 1896 an act passed both houses of the General Assembly by unanimous vote, placing the entire government of the Providence schools in the hands of the School Committee, save only the matter of the erection and repair of school buildings, and the determination of the aggregate amount of appropriations for school purposes.

We can, therefore, divide school administration in Providence into periods, as follows:

*First*, The Town Meeting period, in which the control was in the hands of the Town Meeting, acting at times through specially appointed School Committees. This period ends with the establishment of free schools in 1800.

*Second*, The Town Council period, in which the control of the schools was entirely in that body, the School Committee acting simply as their advisors and without any power or control. This period ends with the legal establishment of the School Committee by the law of 1828, and is followed by a short interim of four years, in which the control of the schools was in the committee under the State law.

*Third*, The City Council period, extending from the institution of the City Government in 1832 up to 1854, during which, as we have seen, the control of the City Council was paramount, the School Committee being merely its agent, elected by it and under the control of such ordinances as the Council saw fit to pass from time to time.

*Fourth*, the period of Joint Control, commencing with the election of the School Committee by the people and lasting until the passage of the law of 1896. In this period the responsibility was divided between the School Committee and the City Council.

We have just entered upon a fifth period, in which the schools are under the direction of the School Committee, save only in the matters of total expenditures and the erection and repair of school buildings.

In considering the history of school administration in our city, three movements seem worthy of notice:

First, the change in the office and work of the School Committee and the institution of trained supervision. As we have seen, the early committee was an advisory body, merely, its principal work being to visit the schools, examine the pupils and to advise with the teachers. Theoretically this duty has continued to the present time; but, in fact, this work is now largely in the hands of paid experts.

In 1842 the School Committee, under the leadership of Thomas W. Dorr, who was intensely interested in school matters, induced the Council to establish the office of Superintendent of Schools. This office is said to have been suggested to Dorr by the employment of superintendents in the great manufacturing industries of the State. It was a new departure in school work, Buffalo alone having commenced a similar experiment in the previous year. The change was a success from the start, and the schools received new impetus from the constant and systematic visitation of a trained expert. The Superintendent, however, from the first has been something more than a mere inspecting officer, he has had large discretion-

ary powers as the executive of the school department. In December, 1890, the duties of the office had so greatly increased that the need of more constant supervision of the primary schools was evident. Two primary supervisors were chosen. Later the offices of Supervisor of Grammar Schools and Supervisor of the Special and Disciplinary Schools were established, so that at the present time the schools of our city are carefully and thoroughly looked after by trained experts.

These supervisors are of the greatest assistance, not only to the department, but also to the teachers themselves, and the frequent holding of grade meetings, where the work of the teacher is talked over and explained, together with visitation and suggestions from supervisors, are resulting in more thorough and uniform work and that of a higher grade than ever before.

So far as advice and assistance to teachers are concerned, this change is undoubtedly far better than the occasional and irregular visitation of the old committee. In one respect, however, there is a decided loss. The great number of the schools, the reduced number of the committee, the pressure and demands of modern business and professional life, render it difficult for the present committee to come in personal contact with the schools to so large an extent as is desirable from the point of keeping up the interest of the committee, and insuring the acquaintance of the public with the schools. In part, we are endeavoring to overcome this objection by meetings, where the parents and friends of the pupils are invited to attend, but it is evident that further effort is necessary in this direction. The better the public knows the schools, the more they will be appreciated and the more hearty will be the public support of them. It is hoped that some measure may be devised in the near future, that may insure more intimate acquaintance of the public at large with the schools.

The second subject that seems notable in the history of school administration in our city, is the gradual division of the school board into sub-committees and the specialization of the work of its members. We have referred to the first appointment of the Committee on Qualifications, and to the division into district committees for the oversight of the schools between regular visitations. When the School Committee was first organized after the passage of the law of 1828, an Executive Committee of three, a Committee on Accounts of two, and a Committee on Qualifications of five were provided for, and the rest of the committee was divided into sub-committees for the various districts. With the institution of the High School a new committee was appointed to have charge of this school, which was treated as a separate district. In 1858 the

Committee on Qualifications was reorganized with the direction that one member be appointed from each ward. In 1870 a new committee to have charge of the music and one to have charge of the evening schools were appointed. In 1880 a Committee on Drawing and Penmanship, a Committee on Vacation Schools, a Committee on By-Laws, and a Committee on Text-Books were added. In 1897 the committees were increased to eighteen in number, and in the following year to nineteen. This specialization has been required as the schools grew and became more complicated, and as administrative and legislative duties have been added to the work of the committee. At the present time each sub-committee consists of five persons. In this way the advantages of a small committee have been obtained for each branch of work which the School Committee has under its control, except that of general legislation. The work is divided among the members and so made less burdensome. Indeed, it would be impossible for any small body of men to do the work of the present committee without devoting the whole or the larger portion of their time to it, and so making a paid board necessary.

The third subject of moment is the rise and fall of ward influence in the schools. Up to 1854 the annual selection of a committee from the whole body of the citizens by the City Council, prevented the development of any factions or division of local interests; but with the law providing for the election of the committee by wards, the members acquired a new constituency which was not the whole city, but merely a section of it, and at once began to work for the interests of their local wards.

In 1858 the Committee on Qualifications consisted of one member from each ward. Whetuer these were elected by the ward committees or not does not appear, but in 1868 not only the Committee on Qualifications, but those on High School, Evening Schools, and Music, each consisted of one member from each ward, elected by the several ward committees. The committees on High School and Evening Schools were withdrawn from these influences in 1874, but the new Committee on Drawing and Penmanship was elected by the ward committees. This continued down to 1887, when the chairman of the Committee on Education was added to the Committee on Qualifications. In 1890 the Committees on Music and Drawing and Penmanship were reduced to five, the Committee on Evening Schools was increased to ten, and was elected by the ward committees. In 1892 the Evening School Committee was reduced to five, and the nomination of the Grammar and Primary School Committee placed in the hands of the President, with the proviso, however, that one member should be nominated from each ward. In 1897 the committees were all reduced to five members each.

During the period in which the Committee on Qualifications was appointed by the ward committees, although the committee was supposed to act as a whole and at times did so, yet, in the main, each member was especially interested in the appointments in his own ward, and a "courtesy" prevailed by which his wishes, in all ordinary cases, were supreme. So far as the election, continuance and transfer of teachers were concerned, the city was cut up into small local divisions that rendered the work uneven and the opportunities for favoritism almost unlimited.

The appointment of the Chairman of the Committee on Education as a member of the Committee on Qualifications was an effort to break up this local control, but was found to have little efficiency for this purpose. The evening schools also were largely reduced to a similar sort of ward control, which was only terminated by the reduction of the committee to five.

The struggle within the committee to weed out this local and political influence for the control of the schools was most severe and covered a period of many years. It was not entirely successful until 1897, and is closely connected with the fourth and last subject to which I wish to call your attention, which is the change which has been gradually introduced in the selection and continuance of teachers, and in the qualifications required of candidates.

In the early period, teachers were sometimes selected by the town meeting and sometimes by their committee. In the period of Town Council control, that body elected and dismissed the teachers, sometimes calling upon the School Committee for its advice, and very occasionally for its co-operation. From 1828 teachers have always been selected by the School Committee, the nomination coming from the Committee on Qualifications, and in few instances has the decision of that committee been overridden by the main committee. During the period of ward control, these selections were practically in the hands of individual members representing the different wards.

The evil gradually became so great that by common consent some measures of self-protection were taken. The first was the establishment of an approved list to which persons were admitted on application, who were graduates of the High School, or who had passed an examination approved by the Superintendent. All candidates nominally received a further oral examination from the Committee on Qualifications, which amounted to little, except an opportunity for the committee to see and know who the applicants were. The Superintendent was continually complaining of the poor quality of many of these selections and of the advis-

ability of special training. In 1885 provision was made for the establishment of training schools under the supervision of competent teachers. To these candidates on the approved list were appointed, and were under this supervision until they were chosen to commence their work as teachers. In 1886 this was changed to a definite training of five months.

In January, 1891, the course in the training schools was put upon a new basis. The course was extended to one year, the first half under one critic, the second half under another, so that the pupils should not become merely copyists of one person's method of instruction. Each critic was placed in charge of two rooms and two pupil teachers. The pay of the regular teachers for the two rooms was divided, so that the critics should receive extra pay for their extra burdens, and the balance apportioned between the pupil teachers in compensation for the work which they were called upon to do. This method has been continued to the present day with the greatest success, furnishing a practical training of a high grade to our teachers and without additional expense to the city.

It was also decided that advantage should be taken of the State Normal School, and the candidates for the training school were required to take a half year of professional training. This course in 1897 was extended to a year, and as its graduates in general have to wait six months before they can enter the schools, and many of them of their own choice continue their work during this period, it is actually in most cases, a year and a half of preparatory study of methods, making a course of two years and a half in special training after graduation from the High School, as high a standard, we believe, as is asked for in any part of the country.

Last year the standard for admission to the approved list was raised, so that only those who had graduated from the High School in the first two-thirds of the class should be admitted without examination; all others are required to take a special examination under the supervision of the Superintendent, and all candidates, whether graduates or not, receive a second examination designed to bring out their power of expression and general ability along lines that would qualify them for the teacher's work. This is called a "professional examination" and is a new experiment from which much is hoped. With this gradual advancement of requirements in qualifications the opportunities for favoritism in appointments have largely disappeared, since inferior candidates either are ineligible or are likely to fail in the Normal School or in the Training School, over neither of which have the individual members of the committee any control.

Within the last three years the Committee on Qualifications, or as it is now called, the Committee on Grammar and Primary Schools, which



has been entirely emancipated from ward control, has taken a further advance, selecting their candidates from a list prepared by the high school teachers and the Superintendent, which shows the result of high school work, examinations given by the Superintendent and the professional examinations. The candidates are ranked by these and selections made only from the top of the list, in this way relieving the committee from any possible charge of favoritism.

In 1899 the assignment, transfer and dismissal of teachers was placed in the hands of the Superintendent.

This great change in the method of selecting and preparing teachers is of the utmost importance to our school system, but is not well understood by our citizens. Scores, if not hundreds, of our residents have been members of the committee under a totally different condition of affairs, and fail to appreciate the change which has taken place; the continual application to members of the School Committee by friends and relatives of applicants that they aid or advance some candidate is both annoying and futile. These people refuse to believe that the committee-men cannot in some way secure the desired appointment, and explanations of the present system are met with incredulity and often with allegations that the speaker has been on the committee himself and knows all about it. Nevertheless, such is the fact; and the sooner our citizens appreciate it the sooner the members of the committee will be relieved from a most troublesome and unnecessary burden.

In conclusion, I wish to bear testimony to the fidelity and ability of my associates on the School Committee and their predecessors in office.

In examining the rolls one cannot but be struck with the calibre and eminence of the men who have held this office. It has contained college presidents and professors, judges of our state and federal courts, our most eminent divines, doctors and lawyers, governors, mayors and men who have afterwards served in the Senate of the United States, and many of our ablest and most successful merchants and business men; indeed, few men in the past century have attained to any eminence in our city, who have not at some time served in this body. For their services they have received scant thanks and no remuneration; but their efforts have been no small part of the forces which have worked for the development of our city, its resources and prosperity. Providence will indeed be fortunate if, in the century to come, it shall have equally able, zealous and faithful servants as have served it on the School Committee in the century the conclusion of which we are now celebrating.

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**RULES AND REGULATIONS FOR THE GOVERNMENT OF  
THE SCHOOLS IN THE TOWN OF PROVIDENCE,  
ADOPTED OCTOBER 17, 1800.**

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[See Book I., Records of the School Committee, pages 18-20.]

"The Committee appointed to carry into Effect the System of Public Instruction, adopted by the Town of Providence, in pursuance of a Law of the State for instituting public Schools, have unanimously agreed to the following Rules and Regulations for the Government of the Schools in this Town—

The public Schools being established for the General Benefit of the Community, all Children of both sexes admissible by Law shall be received therein and faithfully instructed without preference or partiality.—

The System of Instruction shall be uniform in the several Schools, and the pronunciation as near alike as possible, and to this End it shall be the Duty of the several Instructors to have frequent intercourse with each other and agree upon some measures for carrying this important Article into Effect.

The good morals of the youth being a Matter of the highest consequence, both to their own comfort and to their progress in useful Knowledge, they are strictly enjoined to avoid idleness and profaness, falsehood and deceitfulness, and every other wicked and disgraceful practice; and to conduct themselves in a sober, orderly and decent manner, both in and out of School.—

The Schools are statedly to begin and end as follows from the third Monday in October to the third Monday in April to begin at 9 o'clock A. M. and to continue till Twelve; and at half past one P. M. and to continue till half past 4. From the third Monday in April to the third Monday in October, they are to begin at 8 o'clock A. M. and continue till half past 11.—and at 2 P. M. and continue till 5.

The Scholars shall be excused from attending the Schools on Saturdays, on Christmass Day, on the 4th of July, on Public Fasts & Thanksgiving, on Tuesday, Wednesday & Thursday of Commencement Week, on the day succeeding each quarterly visitation, on the last Monday in April, and on the Regimental training Day in October.—

The principal part of the Instruction will consist in teaching Spelling Accenting & Reading both Prose & Verse with propriety and accuracy. and

a General Knowledge of English Grammar and Composition : also writing a good hand according to the most approved Rules, & Arithmetic through all the previous Rules, and Vulgar and Decimal Fractions including Tare and Tret, Fellowship, Exchange Interest &c.

The Books to be used in carrying on the above Instruction are Alden's Spelling Book 1st and 2d part, the young Ladies Accidence by Caleb Bingham, the American Preceptor, Morses Geography abridged, the Holy Bible in select portions and such other Books as shall hereafter be adopted and appointed by the Committee.—The Book for teaching Arithmetic shall be agreed on by the Masters.—

The Scholars shall be put into separate Classes, according to their several improvements, each Sex by themselves.—

As Instruction will be conducted to much greater advantage by simplifying the mode of it and keeping the several parts as separate as may be it will be best that different Hours be allotted to the different Exercises.—

As Discipline and good Government are absolutely necessary to Improvement, it is indispensable, that the Scholars pay a particular attention to the Laws and Regulations of the School.—

If any Scholar should prove disobedient and refractory after all reasonable means used by the Master to bring him or her to Order and a just sense of Duty, such offender shall be suspended from any further attendance or Instruction in any School in the Town, until the next Visitation of the Committee.—

That each Scholar shall, after having entered a School, be punctual in his attendance at the appointed Hour, and be as constant as possible in his daily attendance.

That excuses for absence shall be by a Note from the Parents or Guardian of such scholar.—

That Monitors be appointed by the Masters of each School to notice the absence or tardiness of the delinquent Scholars, the List of whose Names shall be preserved and exhibited to the Committee at their next visitation.—

The above is submitted by—

ENOS HITCHCOCK,	} Committee.
JONATHAN MAXCY,	
JOHN HOWLAND,	
JOSEPH JENCKES.	

And the said Report being duly considered it is Voted and Resolved that the same be received and the preceding rules established for the Government of the Public Schools in this Town.—”

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ORGANIZATION OF THE SCHOOL COMMITTEE OF THE  
TOWN OF PROVIDENCE, JUNE, 1828.

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[See Book II., Records of the School Committee, pages 10-11.]

ASA MESSER, *President.*

WALTER R. DANFORTH, *Secretary.*

*Committees.*

"Committee for receiving applications and for ascertaining the qualifications of Masters, Mistresses & Ushers :

HENRY EDES,  
JOHN PITMAN,  
FRANCIS WAYLAND, JR.  
ASA MESSER.

Committee to draft rules for governing the Schools, & to prescribe the times of the meeting of the School Committee, & to enact By-laws for its government :

DAVID PICKERING,  
STEPHEN BRANCH,  
JOSEPH L. TILLINGHAST,  
WILLIAM R. STAPLES.

Committee for examining accounts :

AMASA MASON,  
MOSES B. IVES.

Committees for visiting the schools each month :

For 1st school, & its primary :

HENRY EDES,  
WILLIAM R. STAPLES,  
PETER PRATT,  
OWEN MASON.

For 2d school, & its primary :

FRANCIS WAYLAND, JR.,  
WILLIAM T. GRINNELL,  
GEORGE CURTIS,  
CHARLES HOLDEN,  
JOSEPH L. TILLINGHAST,

For 3d school, & its primary :

RICHMOND BULLOCK,  
MOSES B. IVES,  
WILLIAM G. GODDARD,  
WELCOME A. BURGESS.

For 4th school, & its primary :

WILLIAM E. RICHMOND,  
WALTER R. DANFORTH,  
THOMAS T. WATERMAN,  
AMASA MASON.

For 5th school, & its primary :

JOHN PITMAN,  
STEPHEN BRANCH,  
DAVID PICKERING,  
ASA MESSER."

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**REGULATIONS ESTABLISHED FOR THE GOVERNMENT OF  
THE PUBLIC SCHOOLS IN THE TOWN OF  
PROVIDENCE, JULY, 1828.**

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[See Book II., Records of the School Committee, pages 18-22.]

"1st. The Public Schools are established for the general benefit of the community ; and all children and youth that are and may be received therein under the ensuing regulations, shall be faithfully instructed without preference or partiality, and with strict attention to their morals and deportment as well as to their improvement in learning.

2d. The branches taught in the Primary Schools shall be reading and spelling ; and the books used for instruction therein shall be the following and no other ; viz, the New York Primer ; Alden's Spelling Book, first and second parts ; Easy Lessons and the New Testament.

3d. Children of both sexes of the age of four years and upward may attend the primary schools in their respective districts until they are transferred to the writing schools as is hereinafter prescribed.

4th. The branches taught in the writing schools shall be spelling, reading, the use of capital letters and punctuation, writing, arithmetic, the rudiments of book keeping, English grammar, geography and epistolary composition ; and the books used shall be the following, and no other, viz. Alden's Spelling book, second part, the New Testament, the American

Preceptor, the Brief Remarker, Murray's Sequel to the English reader, Smith's Arithmetic, Murray's Abridgment of English grammar and Woodbridge's small Geography.

5th. Children of both sexes, being of the age of seven years and upward and able to read fluently in the new testament may attend the writing schools in their respective districts, such as come from a Primary school being first regularly transferred therefrom as herein after provided : and when any one who does not come from a primary school, shall apply for admission, as a scholar, into either of the writing schools, it shall be the duty of the Preceptor to ascertain whether such applicant have the qualifications for admission in this rule mentioned ; and if not, such applicant shall be rejected, but may, if of proper age, attend the primary School in the district, in which he or she resides.

6th. No one shall be received as a scholar into the primary or writing schools, except during the first week of each quarter without permission first had and obtained from some one of the sub-committee of the district, where such scholar shall reside ; and any scholar who shall absent himself or herself at a quarterly visitation, and shall not render a sufficient excuse to the teacher for such absence, shall not be admitted to such school during the next quarter.

7th. The Preceptress of each primary school shall at every quarterly visitation, present to the visiting Committee a list of all such of her scholars as are able to read fluently in the New Testament, and are of the age of seven years or upward ; and the committee visiting said primary schools shall, after examination, decide what scholars shall be transferred to the writing schools, a list of whose names shall be forthwith sent to the preceptors of the writing schools to which they are so transferred and shall entitle them to admission therein.

8th. The pronunciation shall be uniform in the several schools, and the standard shall be the Critical Pronouncing Dictionary of John Walker.

9th. The scholars shall be put into separate classes according to their improvement, each sex by itself.

10th. The schools are statedly to begin and end as follows : from the first Monday in October to the first Monday in May, to begin at 9 o'clock A. M. and end at 12 o'clock M. and at half past one o'clock P. M. and end at half past 4 o'clock P. M. From the first Monday in May to the first Monday in October to begin at 8 o'clock A. M. and end at 11 o'clock A. M. and at 2 o'clock P. M. and end at 5 o'clock P. M.

11th. The scholars shall be excused from attending the schools on the following occasions and days, besides Sundays ; viz. on Saturdays, on days of public Fasts and Thanksgivings and Christmas, on the day of the

celebration of American Independence, on the last Monday of April, on the day of regimental training in this town, on the day succeeding each quarterly visitation, and during the whole of Commencement week. But on or for no other days shall a school be dismissed without permission obtained from the committee of such school.

12th. The good morals of the youth being essential to their own comfort, and to their progress in useful knowledge, they are strictly enjoined to avoid idleness and profanity, falsehood and deceit, and every wicked and disgraceful practice; and to conduct themselves in a sober, orderly and decent manner, both in and out of school.

13th. If any scholar should prove disobedient and refractory, after all reasonable measures by the Preceptor or Preceptress, to bring him or her to a just sense of duty, such offender shall be suspended from attendance and instruction in any school until the next visitation of the Committee.

14th. Each scholar shall be **punctual in attendance** at the hour appointed, and be as constant as possible in daily attendance; and all excuses for absence shall be by note from the parent or guardian of the scholar.

15th. The Preceptors and Preceptresses are to maintain order, discipline and good government in their respective schools; and it shall be their duty to report at each quarterly visitation the names of such of their scholars as have been grossly negligent in attending school, or inattentive to their studies, or guilty of any violations of these regulations, or other wilful offences.

16th. These regulations shall be read by the Preceptors and preceptresses in the presence of their scholars at the commencement of each quarter."

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### BY-LAWS AND REGULATIONS OF THE SCHOOL COMMITTEE, JULY, 1828.

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[See Book II., Records of the School Committee, pages 22-24.]

"1. Regular meetings of the School Committee shall be holden on the Thursdays on or next preceding the 27th days of January, April, July and October, in each year.

2. Special meetings shall be called by the Secretary on the request, in writing, of the President, or any Five members of the School Committee.

3. All meetings, whether regular or special, shall be notified by the Secretary, and the notifications left at the dwelling houses or places of

business of the members of the School Committee, on the day appointed for the meeting, or the day next previous thereto, by a messenger to be appointed by the Secretary.

4. All meetings of this Committee shall be holden in the Council Chamber, until further order thereon.

5. At the opening of each meeting, the record of the next preceding meeting shall be read.

6. A record shall be kept by the Secretary of all absentees from all meetings. An abstract of this record shall be presented to the freemen of this town, at their meeting in June annually, together with a report of the situation and expenses of the schools, and an estimate of the necessary expences for the year then next ensuing.

7. The quarterly examinations of the schools shall take place on the days appointed for the regular meetings of the Committee, and the President shall designate the school, that each member of the committee shall visit. And after each examination, the committee shall meet to confer on the progress and situation of the several schools, ascertain the number of scholars attending each and attached thereto, & transact all such business as they may deem expedient.

8. A committee of the School Committee shall be nominated by the President; and appointed by the Board, to superintend and watch over each school now established, or hereafter to be established. Such committee, or some member of it shall visit the school under its peculiar care, as often as once a month, execute all other duties required of them in the rules and regulations of the public schools, and report to the Committee, at their regular meetings, the standing and progress of each school, and such plans as may be expedient to advance the objects, for which public schools are established."



## MEMBERS

OF THE

## SCHOOL COMMITTEE OF PROVIDENCE,

FROM THE TIME OF THE EARLIEST RECORD, 1752, TO THE TIME OF THE  
PUBLIC SCHOOL CENTENNIAL CELEBRATION, OCT. 22, 1900.

ABBOTT, DANIEL  
1753.

ADAMS, JASPAR  
1820 to 1824.

ADDEMAN, JOSHUA M.  
Ward VII. 1875 to 1876.

AKERMAN, CHARLES  
1854 to 1857.

ALDRICH, ANNA E.  
Ward IV. 1874 to 1875.  
Ward I. 1885 to 1888.  
Ward II. 1889 to 1894.

ALDRICH, ELISHA S.  
Ward IV. 1873 to 1875.  
Ward I. 1881 to 1885.  
(November, 1881, to April, 1882, to fill vacancy.)

ALDRICH, ESEK  
1843 to 1855.  
City Council. 1855 to 1859.  
Ward IV. 1859 to 1869.

ALDRICH, HARRIS W.  
Ward VII. 1858 to 1862.

ALDRICH, NELSON W.  
*Ex-officio.* 1871 to 1874 (President Common Council).  
1874 to 1875 (Chairman Committee on Education).

ALLEN, CRAWFORD  
1823 to 1824.

ALLEN, ELISHA J.  
Ward IX. 1868 to 1870.

ALLEN, PAUL  
1809 to 1811.

ALLEN, PHILIP  
1813 to 1821.

**ALLEN, SAMUEL**

1853 to 1855.

Ward III. 1859 to 1868.

**ALLEN, ZACHARIAH**

1849 to 1851.

(September, 1849, to June, 1850, to fill vacancy.)

**ALMY, HERBERT**

Ward IX. 1888 to 1889.

**AMES, JEREMIAH F.**

1827 to 1828.

**AMES, JOHN**

1837 to 1840 (resigned November).

**AMES SAMUEL**

Feb., 1839 to June 1839 (to fill vacancy).

1839 (resigned November).

**ANDREWS, DAVID**

1832 to 1833 (to fill vacancy).

1838 to 1840 (resigned March).

**ANDREWS, GEORGE S.**

Ward IX. December, 1899. (To fill vacancy.) Now in office.

**ANGELL, DANIEL**

Ward I. 1855 to 1861.

**ANGELL, JOHN W.**

Ward V. 1873 to 1884.

*Ex-officio.* 1890 to 1891 (Chairman Committee on Education).**ANGELL, HENRY J.**

Ward I. 1860 to 1872.

**ANGELL, WILLARD I.**

Ward X. 1881 (to September).

**ANTHONY, CHARLES**

Ward V. 1869 to 1875.

**ANTHONY, HENRY B.**

February, 1838 to June 1838 (to fill vacancy).

1840 to 1842 (resigned December).

**ANTHONY, HEZEKIAH**

1830 to 1831.

1835 to 1838.

**ANTHONY, JOHN B.**

Ward III. 1870 to 1876 (resigned May).

February, 1870, to April, 1870 (to fill vacancy).

**APLIN, JOHN**

1756.

**APLIN, WILLIAM**

1823 to 1828.

1829 to 1839.

September, 1829, to June, 1830 (to fill vacancy).

Secretary, 1835 to 1839.

APPLETON, JOHN H.

Ward II. 1876 to 1878 (resigned June).

June, 1876, to April, 1877 (to fill vacancy).

ARDEEN, JAMES

Ward IX. 1875 to 1878.

ARMINGTON, HERVEY

Ward III. 1857 to 1859.

1860 to 1865 (resigned November).

ARMSTRONG, HENRY C.

*Ex-officio.* 1887 to 1888 (Chairman Committee on Education).

ARNOLD, ANTHONY B.

1830 to 1831.

1834 to 1838 (resigned February).

(November, 1834, to June, 1835, to fill vacancy.)

ARNOLD, JAMES

1783.

ARNOLD, LEMUEL H.

1819 to 1825.

1827 to 1828.

ARNOLD, RICHARD G.

1823 to 1825.

ARNOLD, SALMON AUGUSTUS

1848 to 1855.

Ward IV. 1855 to 1866.

ARNOLD, SAMUEL G.

1810 to 1821.

1849 to 1854.

ARNOLD, WELCOME

1788 to 1797.

ATHEMAN, BARTHOLEMEW

1821 to 1823.

ATKINS, ELISHA

1826 to 1827.

ATWELL, AMOS MAIN

1800 to 1815.

BADGER, MOSES

1787 to 1793.

BAKER, ELISHA

Ward I. 1855 to 1858.

BAKER, GEORGE

1832 to 1834.

BAKER, LUTHER

1815 to 1820.

1821 to 1824.

BAKER, WILLIAM C.

*Ex-officio.* 1898. (Mayor.) Now in office.

**BALL, GEORGE H.**

Ward VII. 1856 to 1857.

**BALLOU, DANIEL R.**

Ward VII. 1876 to 1880.

(February, 1876, to April, 1876, to fill vacancy.)

**BANCROFT, T. WHITING**

Ward IV. January, 1873, to April, 1873 (to fill vacancy).

December, 1882, to April, 1883 (to fill vacancy).

1883 (resigned September).

**BANNON, THOMAS J.**

Ward X. 1884 to 1888.

(December, 1884, to April, 1885, to fill vacancy.)

**BARKER, HENRY R.**

*Ex-officio.* 1875 to 1880 (Chairman Committee on Education).

1889 to 1891 (Mayor).

Ward VII. 1897. Now in office.

(January, 1897, to December, 1897, to fill vacancy.)

**BARKER, WILLIAM**

1837 to 1843.

**BARNABY, ABNER**

Ward IV. 1867 to 1873.

*Ex-officio.* 1876 to 1877 (President Common Council).

**BARNES, DAVID L.**

1800 to 1813.

**BARNEY, WALTER H.**

Ward VI. 1890. Now in office.

President, from 1891.

**BARROWS, THOMAS M.**

1831 to 1832 (resigned).

**BARSTOW, AMOS C.**

May, 1852, to June, 1852 (to fill vacancy).

1852 to 1853 (President).

Ward VII. 1857 to 1861.

**BARSTOW, GEORGE E.**

Ward IV. 1879 to 1892.

President, 1890 to 1891.

**BARSTOW, JOHN**

1840 to 1846.

1853 to 1854.

**BARTLETT, BURRILL**

Ward VI. 1863 to 1866.

**BARTLETT, JOHN B.**

Ward III. 1887 to 1888.

Ward I. 1888 to 1890.

**BARTLETT, NATHANIEL P.**

Ward III. 1855 to 1857.

**BARTLEY, LUKE E.**

Ward X. 1888 to 1891.

BARTON, WILLIAM

1809 to 1815.

BASSETT, AMASA

February, 1830, to June, 1830 (to fill vacancy).

BASSETT, EDWARD D.

Ward V. 1877 (resigned November).

Ward IX. 1881 to 1887.

BATES, GEORGE W.

Ward VII. 1888 to 1891.

BEACH, WILLIAM B.

Ward VII. 1875 to 1876 (resigned).

BEANE, WILLIAM J.

Ward X. 1897. Now in office.

BEHAN, JOHN

Ward X. 1874 to 1879.

1881 to 1883.

BENNETT, SAMUEL A.

Ward VI. 1888 to 1891.

BENSON, GEORGE

1817 to 1824.

BERTON, JACOB W.

Ward IX. 1895 to 1897.

(October, 1895, to December, 1895, to fill vacancy.)

BICKNELL, THOMAS W.

Ward II. 1895 to 1897.

BINNEY, WILLIAM

*Ex-officio.* 1857 to 1861 (President Common Council).

1861 to 1864 (Chairman Committee on Education).

1864 to 1871 (President Common Council).

Ward II. 1872 to 1874.

BIXBY, MOSES H.

Ward VIII. 1881 to 1888.

Ward VII. 1888 to 1896.

BLAISDELL, ALBERT F.

Ward VI. 1881 to 1888.

Ward V. 1888 to 1894.

BLAKE, ELI W.

Ward III. 1875 to 1878.

BLAKE, HENRY A.

Ward IX. 1885 to 1888.

BLAKE, JOHN T.

Ward VI. 1870 to 1871 (resigned).

BLESSINGTON, JAMES

Ward IX. 1870 to 1872.

BLODGETT, WILLIAM, JR.

1808 to 1820.

**BOONÉ, CHARLES E.**

Ward VII. February, 1866, to April, 1866 (to fill vacancy).  
1866 (resigned November).

Ward VI. November, 1866, to April, 1867 (to fill vacancy).

**BOURNE, BENJAMIN**

October, 1786, to June, 1787 (to fill vacancy).  
1791 to 1797.

**BOWEN, AMOS M.**

Ward VII. 1871 to 1875.

Secretary, 1873 to 1875.

Ward VIII. 1878 to 1888.

Ward IX. 1888 to 1890.

(December, 1871, to April, 1872, to fill vacancy.)

**BOWEN, HENRY**

1813 to 1821.

**BOWEN, JABEZ, JR.**

1767, 1772, 1785 to 1797.

1800 to 1813.

**BOWEN, WILLIAM M. P.**

Ward IX. February, 1890, to December, 1899 (to fill vacancy).

**BRADFORD, S. STANDISH**

Ward II. 1869 to 1872.

**BRADLEY, HUGH**

Ward X. 1875 to 1878.

**BRANCH, STEPHEN**

1823 to 1829.

**BREED, WILLIAM J.**

1848 to 1853 (resigned).

**BRIDGHAM, SAMUEL**

1805 to 1820.

1832 to 1840. (President.)

Died in office, December.

**BROWN, ALLEN**

1822 to 1827.

**BROWN, BENJAMIN**

1790 to 1791.

**BROWN, ELISHA**

1752, 1753 (resigned).

**BROWN, GEORGE S.**

Ward VII. 1879 to 1884.

(November, 1879, to April, 1880, to fill vacancy.)

**BROWN, ISAAC**

1835 to 1836.

**BROWN, JOSEPH F.**

Ward X. 1874 to 1880.

1882 to 1884.

**BROWN, MOSES**

1767, 1772, 1785 to 1800.

1801 to 1821.

1825 to 1827.

**BROWN, NICHOLAS**

August, 1753, 1756, 1785 to 1797.

1810 to 1828.

**BROWN, REGINALD C.**

Ward V. 1878 to 1880.

**BROWN, WELCOME O.**

Ward II. 1876 to 1881.

**BROWNE, GEORGE H.**

Ward VI. 1859 to 1860.

**BROWNELL, RICHMOND**

1840 to 1856.

(November, 1840, to June, 1841, to fill vacancy.)

**BUCKLIN, SIMON S.**

Ward I. 1868 to 1870 (resigned July).

**BULLOCK, RICHMOND**

1828 to 1832.

1842 to 1843.

**BULLOCK, WILLIAM P.**

August, 1833, to May, 1834 (resigned).

February, 1841, to June, 1841 (to fill vacancy.)

**BURGESS, DAVID J.**

Ward IX. 1877 to 1883.

**BURGESS, FREDERIC**

Ward VII. 1861 to 1866.

Ward VIII. 1866 to 1875.

**BURGESS, THOMAS M.**

1810 to 1813.

1839 to 1854.

President 1842 to 1852.

(November, 1839, to June, 1840, to fill vacancy.)

**BURGESS, TRISTAM**

1803 to 1820.

**BURGESS, WELCOME O.**

1827 to 1828.

Died in office.

**BURNHAM, GEORGE H.**

Ward VI. 1878 to 1880.

*Ex-officio.* 1880 to 1881 (President Common Council).**BURRILL, GEORGE**

1803 to 1810.

**BURRILL, JAMES, JR.**

1800 to 1803.

BURRINGTON, HENRY H.

Ward IV. 1863 to 1873.

1875 to 1881.

(November, 1863, to April, 1863, to fill vacancy.)

BURRINGTON, JOHN C.

Ward II. 1866 to 1869.

BURROWS, JOHN R.

1840 to 1845.

BUTLER, CYRUS

1823 to 1825.

CADY, JOSEPH

1836 to 1843.

CALDER, ALBERT L.

*Ex-officio.* 1867 to 1870 (Chairman Committee on Education).

CALDER, GEORGE B.

Ward VII. 1868 to 1874.

(November, 1868, to April, 1869, to fill vacancy.)

CALDWELL, WILLIAM

Ward III. 1882 to 1888.

Ward I. 1888 to 1889.

CAMPBELL, JAMES

Ward I. 1890 to 1895.

CAMPBELL, MICHAEL A.

Ward IV. 1887 to 1889.

CARLILE, JOHN

1800 to 1822.

CARPENTER, CHARLES E.

Ward V. November, 1876, to April, 1877 (to fill vacancy).

CARPENTER, GEORGE M. JR.

Ward VII. 1866 to 1867 (resigned July).

Ward VIII. 1867 to 1870.

(July, 1867, to April, 1868, to fill vacancy.)

CARPENTER, THOMAS F.

1823 to 1828.

CARRINGTON, EDWARD

1822 to 1823.

CARROLL, CHARLES

Ward X. 1882 to 1884.

CASE, JOHN W.

Ward VII. 1877 to 1888.

Ward IX. 1888 to 1891.

CASWELL, ALEXIS

1832 to 1837.

1840 to 1850 (resigned November).

(January, 1840, to June, 1840, to fill vacancy.)



- CATLIN, CHARLES A.  
Ward I. 1895. Now in office.
- CHAFFEE, ZECHARIAH, JR.  
Ward III. 1886 to 1887.
- CHAPIN, A. DUNCAN  
Ward IV. 1874 to 1877.
- CHAPIN, JOSIAH  
1832 to 1837.  
1855 to 1858 (City Council).
- CHAPIN, WILLIAM W.  
Ward VII. 1865 to 1866 (resigned February).
- CHASE, FRED A.  
Ward IV. 1890 to 1892.
- CHASE, GEORGE I.  
1850 to 1854.  
City Council 1856 to 1859.  
Ward II. 1859 to 1868.  
1870 to 1872 (resigned April).  
1874 to 1876 (resigned June).  
(November, 1850, to June, 1851, to fill vacancy.)
- CHURCH, NELSON E.  
Ward VIII. 1879 to 1880.
- CHURCH, PHARCELLUS  
1829 to 1834 (resigned November).  
(September, 1829, to June, 1830, to fill vacancy.)
- CLAGGETT, RUFUS  
1836 to 1842.
- CLAPP, A. HUNTINGTON  
City Council 1856 to 1859.  
Ward V. 1859 to 1865 (resigned February).
- CLARK, ABRAHAM L.  
1793 to 1800.
- CLARK, THOMAS M.  
City Council, September, 1855, to April, 1856 (to fill vacancy).  
1856 to 1859.
- CLARKE, BENJAMIN F.  
Ward V. 1867 to 1881 (resigned July).
- CLARKE, ELAM C.  
1824 to 1825.
- CLARKE, GEORGE L.  
*Ex-officio*. (Mayor). 1869 to 1870 (President).  
Ward I. 1872 to 1878.
- CLARKE, J. A.  
November, 1833, to June, 1834 (to fill vacancy).  
1834 (resigned November).
- CLARKE, JOHN I.  
1785 to 1797.

**CLIFFORD, BENJAMIN**

1809 to 1814.

1836 to 1838.

**COGGESHALL, FREEBORN**Ward III. July, 1863, to April, 1864 (to fill vacancy).  
1864 to 1875.Ward II. December, 1875, to April, 1876 (to fill vacancy).  
1876 to 1888.

Ward III. 1888 to 1891.

**COGGESHALL, JAMES H.***Ex-officio.* 1864 to 1867 (Chairman Committee on Education).**COLE, JAMES**

Ward IX. 1877 to 1886.

**COLWELL, FRANCIS***Ex-officio.* 1875 to 1876. (President Common Council.)

Ward II. 1882 to 1885.

(February, 1882, to April, 1882, to fill vacancy.)

**COMSTOCK, RICHARD B.**

Ward II. 1885 to 1886.

1887 to 1888.

**CONKLIN, ROBERT H.**

Ward II. 1855 to 1858.

**CONNEELEY, WILLIAM**

Ward IX. 1882 to 1885.

**COOK, NICHOLAS**

1752, 1753.

**COOK, THEODORE D.**

1853 to 1857.

Ward VI. 1858 to 1860.

**COOKE, JOSEPH S.**

1819 to 1828.

**COOKE, STEPHEN A. JR.**

Ward IV. 1873 to 1882 (resigned December).

**CORLIS, JOHN**

1805 to 1807.

**CORNELL, JOSEPH**

1811 to 1816.

**COSGROVE, THOMAS F.**

Ward IX. 1891 to 1893.

**COVELL, WILLIAM H.**

Ward X. 1878 to 1881.

**CRANDALL, HENRIE**

Ward IV. 1855 to 1859.

**CRANSTON BARZILLAI**

1840 to 1846 (resigned February).

CRANSTON, JAMES E.

Ward VII. 1863 to 1869.

Ward III. 1873 to 1876.

CRANSTON, WILLIAM A.

Ward V. 1894. Now in office.

(March, 1894, to December, 1894, to fill vacancy.)

CRAPO, PHILIP, JR.

1808 to 1816.

CROCKER, NATHANIEL, JR.

1803 to 1805.

1808 to 1828.

CUMMINGS, MATTHEW

Ward III. 1888 to 1891.

CURBY, SAMUEL G.

Ward IV. November, 1866, to April, 1867 (to fill vacancy).

1869 to 1873 (resigned).

CURTIS, GEORGE

1828 to 1838. (resigned May).

Secretary, 1828 to 1833.

(1828 to 1829, to fill vacancy.)

CUSHING, BENJAMIN

1756.

CUSICK, THOMAS E.

Ward IX. 1887 to 1888.

Ward VI. 1888 to 1890.

DAGGETT, ABNER

1807 to 1825.

DANA, FREDERIC I.

Ward III. 1887 to 1888.

Ward I. 1888 to 1893.

DANA, PAYTON

1822 to 1823.

DANFORTH, WALTER R.

1828 to 1829 (resigned May).

1853 to September, 1853 (to fill vacancy).

1853 to 1854. (President.)

DANIELSON, GEORGE W.

Ward VI. 1860 to 1864.

DANIELSON, WILLIAM J.

Ward VI. 1887 to 1888.

Ward V. 1888 to 1890.

DARROW, GEORGE R.

Ward VI. 1855 to 1856.

DAVIS, THOMAS

Ward X. 1882 to 1884.

**DAY, ALBERT C.**

Ward VI. 1884 to 1888.

Ward V. 1888 to 1892.

**DAY, GEORGE T.**

City Council, 1857 to 1859.

(November, 1857, to April, 1858. to fill vacancy.)

Ward VI. 1859 to 1862.

**DAY, MARTIN C.**

Ward VII. 1885 to 1887.

**DENNIS, ARTHUR W.**

Ward VII. 1878 to 1888.

Ward IX. 1888 to 1891.

*Ex-officio.* 1888 to 1890 (President Common Council).**DEVENISH, JOHN J.**

Ward X. 1887 to 1888.

Ward III. 1888 to 1890.

December, 1892, to December, 1893 (to fill vacancy).

1895. Now in office.

**DEXTER, JOHN**

June, 1825 to 1827.

**DEXTER, SAMUEL**

1808 to 1809.

**DIMAN, J. LEWIS**

Ward II. 1868 to 1875 (resigned December).

**DORCHESTER, HOFFMAN S.**

Ward VI. 1888 to 1896.

**DORR, SULLIVAN**

1811 to 1819.

**DORR, THOMAS W.**

May, 1834, to June, 1834 (to fill vacancy).

1834 to 1842.

President, February, 1841 to 1842.

**DORRANCE, JOHN**

1787 to 1797.

**DORRANCE, WILLIAM T.**

1842 to 1848.

(February, 1842, to June, 1842, to fill vacancy.)

**DOUGLAS, SAMUEL T.***Ex-officio.* 1888 to 1890 (Chairman Committee on Education).**DOWLING, JOHN**

August, 1843, to June, 1844 (to fill vacancy).

**DOWNES, LEWIS T.**

Ward IX. 1871 to 1877.

**DOYLE, SARAH E. H.**

Ward II. 1881 to 1886.

**DOYLE, THOMAS A.***Ex-officio.* 1854 to 1856 (President Common Council).

City Council, 1856, to September.

*Ex-officio.* 1864 to 1869 (Mayor).

1870 to 1881.

1884 to 1886.

President. 1864 to 1869.

1870 to 1874.

**DUDLEY, CHARLES**

Ward VI. June, 1864, to April, 1865 (to fill vacancy).

**DUFFY, WILLIAM**

Ward X. 1875 to 1878.

**DUNCAN, ALEXANDER**

1840 to 1852 (resigned May).

(November, 1840, to June, 1841, to fill vacancy.)

**DUNNELL, JOHN**

1833 to 1835.

**DURFEE, CHARLES S.**

Ward VI. 1866 to 1869.

**DUXBURY, JOHN**

Ward X. 1879 to 1882.

**DWIGHT, GAMALIEL L.**

1843 to 1854.

**DYER BENJAMIN**

1807 to 1813.

**DYER, ELISHA (I)**

November, 1835, to June, 1836 (to fill vacancy).

1843 to 1853.

(January, 1843, to June, 1843, to fill vacancy.)

**DYER, ELISHA (II)**

Ward I. 1888 to 1897.

**EARLE, CALEB**

June, 1825, to 1827.

**EATON, EDWIN A.**

Ward V. 1855 to 1858.

**EDDY, JOHN,**

1837 to 1838.

City Council, 1857 to 1859.

Ward VII. 1859 to 1860.

1865 to 1866.

**EDDY, LLOYD C.**

Ward V. 1897. Now in office.

**EDDY, RICHARD E.**

1836 to 1841 (resigned June).

**EDDY, SAMUEL**

1798 to 1800.

1806 to 1821.

1825 to 1827.

**EDES, HENRY**

1806 to 1832 (removed from city).

**EDWARDS, STEPHEN O.**

Ward I. 1889 to 1890.

Ward II. 1897. Now in office.

(September, 1897, to December, 1897, to fill vacancy.)

**ELTON, ROMEO**

1827 to 1828.

**ELY, JAMES W. C.**

City Council, 1855 to 1857.

**ELY, JOSEPH C.**

Ward II. 1885 to 1886.

**ESSEX, STEPHEN**

Ward VII. 1868 to 1874.

**EVERETT, AMHERST**

1837 to 1855.

**EVERETT, THOMAS J.**

Ward III. 1883 to 1886.

(December, 1883, to April, 1884, to fill vacancy.)

**FABYAN, CHARLES W.**

City Council, 1858 to 1859.

Ward V. 1859 to 1872.

July, 1872, to April, 1873 (to fill vacancy).

**FANNING, JOSEPH H.**

Ward VII. 1880 to 1885.

**FANNING, MARTIN S.**

Ward IX. 1893 to 1895.

**FARLEY, FREDERICK A.**

1828 to 1829 (to fill vacancy).

1829 to 1834 (resigned November).

**FARNHAM, JOSEPH E. C.**

Ward III. 1877 to 1883 (resigned December).

**FARNUM, ALEXANDER**

City Council, 1856 to 1859.

Ward IV. 1859 to 1861 (resigned February).

**FARNUM, JOHN**

August, 1833, to June, 1834 (to fill vacancy).

1834 (resigned November).

**FAY, CYRUS H.**

Ward V. 1863 to 1869.

**FENNER, THOMAS B.**

1838 to 1839 (resigned November).

FIELD, AUGUSTUS H.

Ward VIII. 1872 to 1873 (to fill vacancy).

FIELD, EDWARD, 2ND.

Ward V. 1887 to 1891.

FIELD, SAMUEL W.

1853 to 1855.

Ward V. 1856 to 1859.

FILLMORE, JESSE

Ward V. 1855 to 1856.

FISHER, JABEZ M.

Ward VII. 1855 to 1859.

FLAGG, WILLIAM D.

Ward VII. 1893 to 1896.

FOLLMAR, WILLIAM F.

Ward X. 1890 to 1892.

FOLSOM, NATHANIEL

July, 1839, to February, 1840.

FOSTER, JOHN

Ward VII. 1866 to 1867.

FOSTER, THEODORE

1787 to 1797.

FOSTER, WILLIAM

Ward X. 1883 to 1886.

FOYER, JAMES B.

Ward X. 1887 to 1889 (resigned October).

FRANCIS, JOHN N.

Ward VI. 1859 to 1863.

FROST, JOHN D.

Ward X. 1878 to 1881.

FROST, WALTER B.

Ward IV. 1891 to 1893.

FYFIELD, MOSES

1820 to 1821.

GAMMELL, WILLIAM

1846 to 1856.

GANO, STEPHEN

1793 to 1827.

(August, 1793, to June, 1794, to fill vacancy.)

GARDINER, MARINUS (I)

1857 to 1859.

GARDINER, MARINUS (II)

Ward V. June, 1892, to December, 1892 (to fill vacancy).

1892. Now in office.

From 1897, Chairman Committee on Education.

GARDNER, HENRY W.

Ward II. 1873 to 1876.

GARDNER, RATHBONE

*Ex-officio.* 1885 to 1887 (President Common Council).  
1896. (Chairman Committee on Education.)

GARDNER, THOMAS J.

Ward IV. 1862 to 1867.

GARRICK, THOMAS J.

Ward III. 1888 to 1889.

GEORGE, CHARLES H.

Ward VIII. July, 1874, to April, 1875 (to fill vacancy).

Ward IX. 1878 to 1885.

(June, 1878, to April, 1879, to fill vacancy.)

GILLRAIN, JAMES M.

Ward X. 1895. Now in office.

GLADDING, JOHN R.

Ward V. 1884 to 1887.

GLADDING, ROYAL P.

Ward VII. 1873 to 1886.

GODDARD, ELIZABETH A.

Ward II. 1883 to 1884.

GODDARD, WILLIAM G.

1804 to 1809.

1819 to 1820.

1828 to 1829 (resigned).

1837 to 1846.

Died in office in February.

GOFF, CHARLES B.

Ward VIII. 1866 to 1867.

GOFF, JAMES C.

Ward III. 1876 to 1880.

1881 to 1882.

GOULD, JOHN B.

Ward VII. 1866 to 1867 (resigned February).

GOWER, GEORGE LEWIS

Ward IV. 1883 to 1888 (resigned December).

GRANGER, JAMES N.

1846 to 1854.

(February, 1846, to June, 1846, to fill vacancy.)

GRAVES, HENRY C.

Ward III. July, 1870, to April, 1871 (to fill vacancy).

February, 1873, to April, 1873 (to fill vacancy).

GREEN, ALBERT G.

1827 to 1828.

GREENE, ARNOLD

Ward IIF. 1871 to 1876.

GREENE, EDWARD A.

Ward II. 1858 to 1874.



GREENE, HARRIS R.

Ward I. 1856 to 1857.

GREENE, HENRY R.

1832 to 1834.

1836 to 1837.

GREENE, SAMUEL S.

City Council, 1857 to 1859.

Ward II. 1859 to 1872 (resigned January).

GREENE, WARREN S.

Ward V. May, 1860, to April, 1861 (to fill vacancy).

1861 to 1864 (resigned February).

GREENE, WILLARD H.

Ward IX. 1879 to 1882.

GREENOUGH, JAMES C.

Ward III. 1876 to 1883 (resigned June).

(May, 1876, to April, 1877, to fill vacancy.)

GREER, DAVID H.

Ward IV. 1873 to 1876.

1878 to 1883.

GRINNELL, PETER

June, 1825, to 1827.

GRINNELL, WILLIAM T.

1828 to 1830 (resigned February).

1832 to 1834 (resigned May).

May, 1853, to September, 1853 (to fill vacancy).

1855 to 1857, (Chairman Committee on Education).

Ward II. 1857 to 1865 (resigned November).

GROSS, J. MASON

Ward III. 1880 to 1881.

GUILD, REUBEN A.

City Council, 1858 to 1859.

Ward I. 1859 to 1873.

Secretary. November, 1862 to 1873.

HAGUE, WILLIAM

1838 to 1839 (resigned December).

HALL, CLIFTON A.

City Council. 1857 to 1859.

Ward VI. November, 1868, to April, 1869 (to fill vacancy).

1869 to 1881.

HALL, EDWARD B.

1832 (to fill vacancy).

1833 to 1855 (resigned August).

HALL, HENRY J.

Ward X. 1874 to 1875.

HALREYD, JOHN

June, 1825, to 1827.

HALSEY, THOMAS L.  
1805 to 1820.

HAM, GEORGE W.  
Ward V. 1859 to 1864.

HANCOCK, CHARLES E.  
Ward VII. 1899. Now in office.

HARKNESS, ALBERT  
Ward III. July, 1869, to April, 1870 (to fill vacancy).  
1870 (resigned July).

HARRINGTON, ALFRED A.  
Ward VIII. 1866 to 1867.  
1868 to 1889.

HARRIS, LEMUEL S.  
*Ex-officio*. 1866 to 1867. (Chairman Committee on Education.)

HARTSHORN, CHARLES  
1822 to 1828.

HARTSHORN, CHARLES P.  
Ward VII. 1879 to 1880.

HARTSHORN, J. C.  
City Council. 1855 to 1858.  
Ward VII. 1862 to 1865 (resigned February).  
1870 to 1871.

HARTSHORN, THOMAS C.  
1845 to 1853 (resigned).

HARTWELL, JOHN B.  
Ward V. 1865 to 1867.  
(February, 1865, to April, 1865, to fill vacancy.)

HARVEY, EDWIN B.  
Ward IV. 1895. Now in office.

HAYES, WINGATE  
*Ex-officio*. 1854 to 1855. (President Common Council.)

HAYWARD, RICHARD  
Ward IX. 1870 to 1872.

HAYWARD, WILLIAM S.  
*Ex-officio*. 1881 to 1883. (Mayor.)

HEFFERNAN, TIMOTHY  
Ward X. 1879 to 1882.

HELME, BERNON  
June, 1825, to 1827.

HENSHAW, DANIEL  
Ward IV. 1864 to 1876 (resigned February).

HENSHAW, JOHN P. K.  
February, 1846, to June, 1846 (to fill vacancy).  
1846 to 1853.

HICKS, ELISABETH C.  
Ward VII. 1874 to 1875.

HICKS, WILLIAM

Ward IV. 1859 to 1863.

HILL, LESTER S.

Ward VI. 1879 to 1888.

Ward VIII. 1888. Now in office.

HILTON, WILLIAM D.

Ward IX. 1868 to 1869.

Ward VII. 1874 to 1877.

HITCHCOCK, ENOS

1785 to 1793 (resigned August).

1794 to 1803.

HOLDEN, CHARLES

1828 to 1836.

HOLDEN, CHRISTOPHER L.

Ward X. 1874 to 1875.

HOLDEN, JOHN

1815 to 1819.

HOLDEN, THOMAS R.

1837 to 1842 (resigned November).

HOLMES, GEORGE H.

Ward IV. 1889 to 1891.

HOPE, THOMAS,

Ward IX. 1868 to 1870.

HOPKINS, B. FRANK

Ward VIII. August, 1900. (To fill vacancy.) Now in office.

HOPKINS, ESECK

1752.

HOPKINS, GOV. STEPHEN

1767, 1772.

HOPPIN, FRANCIS E.

1846 to 1849.

HOPPIN THOMAS C.

November, 1834, to 1841 (resigned June).

HOPPIN, WILLIAM W.

1849 to 1854.

Ward IV. 1857 to 1859.

1869 to 1873.

HORTON, FRANCIS A.

Ward VI. 1891 to 1894.

HOWARD, AMASA

Ward III. 1868 to 1869 (resigned July).

HOWELL, DAVID

1787 to 1797.

HOWLAND, HENRY A.

Ward V. 1858 to 1888.

Ward IV. 1888 to 1889.

HOWLAND, JOHN

1800 to 1822.

HUDSON, JAMES S.

Ward VI. 1867 to 1870.

HUGHES, JOHN L.

1837 to August, 1843.

HUGHES, OWEN

Ward X. 1880 to 1881.

HUNT, DANIEL A.

Ward I. 1877 to 1885.

(November, 1877, to April, 1878, to fill vacancy.)

HUNT, GEORGE

1854 to 1855.

HUTCHINS, SHUBAEL

1842 to 1851.

HUTCHINSON, WILLIAM F.

Ward IX. 1883 to 1888.

Ward VII. 1888 to 1890.

IVES, MOSES BROWN

1823 to 1854.

IVES, ROBERT H.

1829 to 1838.

Secretary. 1833 to 1835.

IVES, THOMAS P.

1805 to 1828.

JACKSON, GEORGE

1808 to 1825.

1838 to 1840 (resigned November).

JACKSON, HENRY

1819 to 1821.

1822 to 1823.

JAMES, SAMUEL

Ward V. 1859 to 1860 (resigned May).

JASTRAM, GEORGE B.

1854 to 1855.

City Council. 1855 to 1859.

Ward III. 1859 to 1860.

1861 to 1867.

JENCKES, JOHN

1774.

JOHNSON, ELIAS H.

Ward III. 1878 to 1882 (resigned December).

JOHNSON, GEORGE B.

Ward X. September, 1896, to December, 1897 (to fill vacancy).

JOHNSON, JOSEPH C.

Ward VII. 1870 to 1875.

(December, 1870, to April, 1871, to fill vacancy.)

JOHNSON, JOSEPH H.

Ward VII. 1888 to 1893.

JOHNSON, OLIVER

- 1853 to 1855.

JOHNSON, WILLIAM N.

Ward IX. 1885 to 1888.

JOHNSON, WILLIAM S.

Ward VII. 1867 to 1880.

JONES, ALBERT J.

1853 to 1854.

JONES, WILLIAM

1800 to 1820.

JOSLIN, HENRY V. A.

Ward VIII. 1871 to 1874 (resigned June).

1875 to 1879.

1891 to 1893.

Ward I. 1893 to 1899.

KANE, OLIVER

1811 to 1819.

KAVANAGH, LUKE

Ward X. 1896 to 1897.

KELLEY, CHARLES M., JR.

Ward III. 1887 to 1888.

KENDALL, NOAH

1819 to 1824.

KENDRICK, JOHN E.

Ward VII. 1887 to 1888.

Ward IX. 1888 to 1890.

*Ex-officio.* 1891 to 1895. (Chairman Committee on Education.)

1896, 1897, and from March, 1900. (President Common Council.)

Now in office.

KENDRICK, JOSEPH H.

*Ex-officio.* 1898 to 1900. (President Common Council.)

Died in office, February.

KENDRICK, HELEN M. C.

Ward IV. 1894. Now in office.

KENNEDY, JAMES T.

Ward X. 1876 to 1879.

KENT, ASA

1827 to 1828.

KING, HOWARD W.

Ward VI. 1865 to 1871.

KING, WILLIAM H.

Ward VI. 1875 to 1879 (resigned November).

KINGMAN, ABNER

1810 to 1828.

KINGMAN, EUGENE

Ward VI. 1879 to 1881.

KNIGHT, DEXTER N.

Ward VIII. 1873 to 1876 (resigned April).

KNIGHT, EDWARD B.

Ward VII. 1881 to 1887.

KNIGHT, JABEZ C.

1850 to 1855.

(November, 1850, to June, 1851, to fill vacancy.)

1860, to September, 1864 (President).

KNIGHT, NEHEMIAH R.

1817 to 1820.

KNIGHT, ROBERT

1831 to 1832.

1842 to 1845.

KNOWLES, EDWARD P.

February, 1839, to June, 1839 (to fill vacancy).

1839 (resigned July).

August, 1841, to June, 1842 (to fill vacancy).

1842 to 1854.

*Ex-officio.* 1854 to 1856. (Mayor).

President, 1854 to 1856.

KNOWLES, JOHN P.

1839 to 1842 (resigned February).

(November, 1839, to June, 1840, to fill vacancy.)

KNOWLES, ROBERT R.

Ward IX. 1868 to 1869.

1872 to 1875.

KNOWLES, WILLIAM

Ward III. 1863 to 1866.

KNOWLTON, ERASTUS

1836 to 1837.

1838 to 1840.

LADD, JOHN J.

Ward VI. 1864 (resigned November).

Ward IV. 1866 to 1867.

LAPHAM, BENJAMIN N.

Ward III. February, 1863, to April, 1863 (to fill vacancy).

1863 (resigned June).

1865 to 1874.

(November, 1865, to April, 1866, to fill vacancy.)

LARNED, GEORGE

1819 to 1828.

1834 to 1836.

(February, 1834, to June, 1834, to fill vacancy.)

LARNED, SAMUEL

1840 to 1843.

LARNED, WILLIAM

1805 to 1827.

LAWTON, CHARLES

Ward VII. 1860 to 1863.

LEETE, GEORGE A.

Ward VII. February, 1867, to April, 1867 (to fill vacancy).

LEONARD, CHARLES H.

Ward V. 1883 to 1889.

(March, 1883, to April, 1883, to fill vacancy.)

(December, 1888, to April, 1889, to fill vacancy.)

LESTER, JAMES C.

Ward VI. 1880 to 1885.

Died in office, March.

LESTER, JOHN E.

Ward VI. 1864 to 1867.

LEWIS, GEORGE W.

Ward V. 1867 to 1872.

Died in office, July.

LEWIS, WILLIAM B.

1836 to 1838 (resigned February).

(May, 1836, to June, 1836, to fill vacancy.)

LINCOLN, JOHN L.

October, 1856, to July, 1857 (to fill vacancy).

LIPPITT, JEREMIAH

1819 to 1825.

LOCKWOOD, MOSES B.

Ward II. 1856 to 1860 (resigned February).

LOVETT, PHILIP S.

Ward III. 1890 to 1892.

LUDLOW, PETER, JR.

1823 to 1826.

LUTHER, HENRY C.

Ward IX. 1878 (resigned June).

LYON, EMORY

Ward III. 1872 to 1873.

(February, 1872, to April, 1872, to fill vacancy.)

LYON, MERRICK

*Ex-officio.* 1856 to 1857.

City Council, 1857 to 1859.

Ward III. 1859 to 1872 (resigned February).

Ward II. 1872 to 1873 (to fill vacancy).

Ward III. 1876 to 1888.

Ward I. 1888. Died in office, August

- MALLET, EDWARD I.  
July, 1839, to May, 1840.
- MANCHESTER, SILAS H.  
Ward IX. 1893 to 1896.  
(January, 1893, to December, 1893, to fill vacancy.)  
Ward VII. 1896 to 1899.
- MANNING, JAMES  
1785 to 1792.  
President, 1785.
- MANTON, AMASA  
1844 to 1851.
- MARCY, FRED I.  
Ward VI. 1878 to 1886.  
*Ex-officio.* 1880 to 1887 (Chairman Committee on Education).
- MARTIN, BERNARD G.  
Ward IX. 1868 to 1871.
- MARTIN, PATRICK  
Ward X. 1880 (to September).
- MARTIN, STEPHEN  
June, 1825, to 1827.  
Ward I. 1855 to 1856.
- MARTIN, SYLVANUS  
June. 1824, to 1828.  
1835 to 1837.
- MARTIN, WHEELER  
1822 to 1823.  
1827 to 1828.
- MASE, FAYETTE  
1822 to 1823.
- MASON, AMASA  
1828 to 1831.
- MASON, CHARLES H.  
Ward VI. 1855 to 1856.
- MASON, FLETCHER S.  
Ward I. 1897. Now in office.  
(July, 1897, to December, 1897, to fill vacancy.)
- MASON, JAMES B.  
1805 to 1809.
- MASON, OWEN  
1828 to 1829.  
1850 to 1853.
- MASSIE, JOHN G.  
Ward VII. 1885 to 1888.  
Ward IX. 1888 to 1889.  
1896 to 1899.
- MATHEWS, ADRIAN  
Ward IX. 1879 to 1884.



MAWNEY, JOHN  
1752, 1753.

MAXCY, JONATHAN  
1791 to 1803.

McCARTHY, DENNIS F.  
Ward III. 1889. Now in office.

McCARTHY, JAMES  
Ward III. 1887 to 1888.

McCAUGHIN, ALEXANDER A.  
Ward X. 1884 to 1887.  
(December, 1884, to April, 1885, to fill vacancy.)

McCLOY, JOHN A.  
Ward VI. 1885 to 1888.  
Ward V. 1888 to 1889.  
(March, 1885, to April, 1885, to fill vacancy.)

McCRILLIS, ARTHUR M.  
Ward IX. 1899. Now in office.

McGRATH, MARTIN F.  
Ward III. 1889 to 1892.

McGUINNESS, EDWIN D.  
*Ex-officio*. 1895 to 1898 (Mayor).

McGUY, RICHARD  
Ward X. 1886 to 1888.  
Ward III. 1888 to 1889.

McILVAIN, J. HALL  
Ward IV. 1883 to 1886.  
(September, 1883, to April, 1884, to fill vacancy.)

McKNIGHT, CHARLES G.  
Ward IV. 1855 to 1857.  
1859 to 1862.

McLAUGHLIN, WILLIAM H.  
Ward I. 1899. Now in office.

McOSKER, FERGUS  
Ward X. 1881 to 1884.

MEEHAN, JAMES P.  
Ward I. 1887 to 1888.  
Ward II. 1888 to 1890.

MESSER, ASA  
1803 to 1833.  
President, 1813 to 1818.  
1828 to 1832.

METCALF, ALFRED  
Ward I. 1858 to 1860.  
*Ex-officio*. 1870 to 1871 (Chairman Committee on Education).  
Ward I. 1873 to 1888.  
Ward II. 1888. Now in office.

METCALF, EDWIN

City Council. 1855 to 1856 (resigned in December).

METCALF, JESSE (I)

June 1825 to 1828.

1835 to 1838 (resigned May).

METCALF, JESSE (II)

Ward X. 1877 to 1880.

(July, 1877, to April, 1880, to fill vacancy.)

METCALF, JOEL

1801 to 1823.

METCALF, JOSEPH G.

1843 to 1846 (resigned May).

MILLER, S. AUGUSTUS

*Ex-officio.* 1887 to 1888 (President Common Council).

MILLETT, THOMAS A.

Ward III. 1876 to 1877.

MINER, JOSEPH F.

Ward IV. 1887 to 1890.

MONAHAN, JAMES C.

Ward X. 1881 to 1885.

MONRO, HEZEKIAH U.

Ward III. 1886 to 1887.

MORGAN, THOMAS J.

Ward II. 1886 to 1888.

Ward I. 1888 to 1889.

MORGAN, WILLIAM A.

Ward VII. 1899. Now in office.

MORRISON, WILLIAM V.

Ward III. December, 1882, to April, 1883 (to fill vacancy).  
1883 (resigned June).

Ward IV. 1886 to 1887.

MOSELEY, WILLIAM H. T.

Ward IV. 1887 to 1889.

MOULTON, WILSON P., 2ND.

Ward VI. 1882 to 1884.

(February, 1882 to April, 1882, to fill vacancy.)

MOWRY, ELISHA C.

Ward I. 1872 to 1881.

MOWRY, WILLIAM A.

Ward IX. 1868 to 1874.

MUDGE, ENOCH

August, 1823, to 1825.

MURPHY, CORNELIUS A.

Ward X. 1884 to 1888.

(December, 1884, to April, 1885, to fill vacancy.)

MURRAY, PATRICK J.

Ward X. 1888 to 1891.

## NEWELL, STANFORD

1820 to 1824.

1828 to 1829 (to fill vacancy).

1829 to 1831.

1833 to 1835.

## NEWHALL, THOMAS K.

Ward VII. 1866 to 1868.

## NICHOLS, CHARLES A.

Ward I. 1872 to 1877.

Died in office, November.

## NICKERSON, SPARROW H.

Ward VI. February, 1878, to April, 1878 (to fill vacancy).

1879 to 1882.

(November, 1879 to April, 1880, to fill vacancy.)

Died in office.

## NIGHTINGALE, SAMUEL

1767.

## NOLAN, JAMES H.

Ward III. 1892 to 1895.

## O'KEEFE, JOSEPH

Ward X. 1893 to 1895.

(December, 1893, to December, 1894, to fill vacancy.)

## OLIVER, THOMAS FITCH

1785 to 1787.

## OLNEY, FRANK T.

*Ex-officio.* 1893 to 1895. (Mayor.)

## OLNEY, GEORGE

1818 to 1821.

## OLNEY, HENRY S.

Ward VIII. 1877 to 1883.

## OLNEY, JOSEPH

1752, 1753 (resigned).

## OLNEY, STEPHEN T.

1843 to 1850 (resigned November).

## O'REILLY, DENNIS

Ward X. 1892 to 1893.

## ORMSBEE, JOHN H.

1828 to 1829 (to fill vacancy.)

1829 to 1836.

Ward III. 1855 to 1859.

## OSGOOD, JULIA A.

Ward IX. 1889 to 1891.

## OSGOOD, SAMUEL

1842 to 1851.

## OSLER, LEMUEL

Ward VI. 1863 to 1880.

PABODIE, B. FRANK

Ward VIII. 1870 to 1873.

PABODIE, CHARLES A.

Ward VI. 1869 to 1870.

January, 1871, to April, 1871 (to fill vacancy).  
1871 to 1875.

PADELFORD, SETH

1837 to 1839 (resigned February).

June, 1851, to June, 1852 (to fill vacancy).  
1852 to 1854.

Ward II. 1864 to 1873.

PADIEN BERNARD J.

Ward X. 1884 to 1887.

PAINE, GEORGE T.

Ward VII. July, 1867, to April, 1868 (to fill vacancy).  
1868 (resigned November).

PAINE, WALTER, JR.

June, 1851, to June, 1852 (to fill vacancy).

PALMER, FANNY P.

Ward II. 1876 to 1884.

PARK, CALVIN

1819 to 1825.

PARKER, STILES S.

Ward VI. 1870 to 1878.

PARKHURST, CHARLES H.

Ward V. 1855 to 1859.

Ward IV. 1859 to 1863 (resigned November).

Ward II. 1881 to 1889.

Secretary, 1855 to 1862 (resigned).

PARKHURST, JONATHAN G.

Ward V. 1864 to 1868.

(February, 1864, to April, 1864, to fill vacancy.)

Ward VII. 1880 to 1885.

PARKHURST, WILLIAM H.

Ward VI. 1860 to 1864 (resigned June).

Ward VIII. 1866 to 1872.

(June, 1871, to April, 1872, to fill vacancy.)

PARSONS, CHARLES W.

Ward II. 1878 to 1885.

(June, 1878, to April, 1879, to fill vacancy.)

PARSONS, USHER

1834 to 1839 (resigned February).

(November, 1834, to June, 1835, to fill vacancy.)

PATTEN, WILLIAM S.

May, 1846, to June, 1846 (to fill vacancy).

PATTISON, ROBERT E.

1830 to May, 1836 (resigned).

(1830, to 1831, to fill vacancy.)

August, 1841, to June, 1842 (to fill vacancy).

PEARCE, BENONI  
1812 to 1820.

PECK, FORREST A.  
Ward VI. 1889 to 1891.

PECK, GEORGE B. (I)  
1854 to 1855  
City Council, 1857 to 1859.  
Ward I. 1859 to 1872.

PECK, GEORGE B. (II)  
Ward I. 1881 to 1888.  
Ward II. 1888 to 1895.

PECKHAM, SAMUEL W.  
1845 to 1850.  
Ward II. 1855 to 1857 (resigned February).

PERCE, J. LEWIS  
*Ex-officio.* 1879 to 1880. (Chairman Committee on Education).

PEPPER, H. HOWARD  
Ward VII. 1894 to 1899 (resigned September).

PERKINS, CHARLES S.  
Ward I. 1870 to 1872.  
(December, 1870, to April, 1871, to fill vacancy.)

PERRIN, DANIEL  
Ward VIII. 1876 to 1888.

PERRY, AMOS  
1854 to 1855.

PERSONS, BENJAMIN W.  
Ward III. 1867 to 1873 (resigned).  
(July, 1867, to April, 1868, to fill vacancy.)

PHILBRICK, CHARLES H.  
Ward II. December, 1897, to December, 1898 (to fill vacancy).  
1898. Now in office.

PHILLIPS, CHARLES F.  
Ward IV. 1868 to 1874.  
Ward VII. 1876 to 1879.

PHILLIPS, GEORGE C.  
Ward IX. 1889 to 1891.

PHILLIPS, GILBERT A.  
Ward VIII. 1874 to 1877.

PHILLIPS, JOHN F.  
1837 to 1848.

PHILLIPS, WILLIAM  
1831 to 1832.  
1854 to 1855.

PICKERING, DAVID  
1823 to 1833.

PIERCE, EDWIN C.  
Ward VII. 1875 to 1877 (resigned February).

PIERCE, THOMAS, JR.

1854 to 1855.

PITMAN, JOHN K.

1799 to 1800.

1811 to 1819.

1828 to 1829.

1839 (resigned November).

PLACE, RAYMOND G.

Ward VI. 1860 to 1861.

Ward VIII. 1867 to 1868.

POTTER, PHINEAS

1838 to 1844.

POTTER, ROBERT W.

1850 to 1855.

( November, 1850, to June, 1851, to fill vacancy.)

POTTER, WILLIAM

1809 to 1813.

POTTER, WILLIAM K.

*Ex-officio.* 1891 to 1893. (Mayor.)

POTTER, WILLIAM Y.

Ward IX. 1870 to 1876.

1886 to 1888.

Ward VII. 1888 to 1891.

PRATT, PETER

1828 to 1834 (resigned February).

PRESTON, WILLARD

October, 1816, to 1820.

1821 to 1822.

RAFTERY, JOHN T.

Ward III. 1893. Now in office.

RANDOLPH, JOHN

Ward X. 1886 to 1889.

RATHBONE, GEORGE S.

1853 to 1854.

REDFIELD, PAUL S.

Ward VI. June, 1897, to December, 1897 (to fill vacancy).

REYNOLDS, EDWIN

Ward X. 1874 to 1877.

REYNOLDS, GRINDALL

1805 to 1809.

RHODES, CHRISTOPHER

Ward VI. 1862 to 1864 (resigned June).

RHODES, ELISHA H.

Ward V. 1882 to 1889.

(June, 1882, to April, 1883, to fill vacancy.)

RHODES, EMULUS

Ward IV. 1876 to 1887.

RHODES, THOMAS

June, 1825, to 1828.

RICE, J. WILLIAM

Ward IV. February, 1876, to April, 1876 (to fill vacancy).

1881 to 1887.

February, 1892, to March, 1892 (to fill vacancy).

1892 to 1895.

RICE, JOSEPH W.

Ward V. 1868 (resigned September).

RICHARDS, WILLIAM C.

City Council, 1857 to 1859.

(November, 1857, to April, 1858, to fill vacancy.)

Ward III. 1859 to 1862 (resigned November).

RICHARDSON, ELIAS H.

Ward V. 1864 to 1867.

RICHMOND, JOHN W.

June, 1825, to 1828.

RICHMOND, WILLIAM

1802 to 1813.

1828 to 1829.

RIDER, SIDNEY S.

Ward V. 1868 to 1874.

RIPLEY, THOMAS B.

1837 to 1838.

RIVERS, THOMAS

1819 to 1828.

ROBBINS, CHARLES T.

*Ex-officio.* 1856 to September.

Ward VI. 1860 to 1868.

Died in office, November.

ROBBINS, GILBERT F.

*Ex-officio.* 1886 to 1889. (Mayor.)

ROBINSON, CHARLES P.

*Ex-officio.* 1877 to 1879. (President Common Council).

RODMAN, WILLIAM M.

*Ex-officio.* (Mayor.)

President, 1857 to 1860.

Ward IV. 1861 to 1868.

(March, 1861, to April 1861, to fill vacancy.)

ROGERS, HENRY R.

Ward I. 1885 to 1888.

Ward II. 1888 to 1891.

ROGERS, HORATIO

*Ex-officio.* 1874 to 1875. (President Common Council).

ROUND, DANIEL, JR.

Ward III. 1855 to 1858.

ROUSE, REUBEN S.

Ward X. 1874 to 1876.

RUECKERT, FREDERICK

Ward VI. 1894. Now in office.

RUGG, HENRY W.

Ward VI. 1871 to 1877.

President. 1874 to 1877.

Ward VIII. 1883 to 1891.

Ward VII. 1891 to 1894.

SACKETT, ADNAH

1853 to 1856.

SACKETT, FREDERICK M.

Ward IV. 1876 to 1879.

SANDERS, RICHARD M.

Ward VI. 1881 to 1887.

SAN SOUCL, JOSEPH O.

Ward X. 1891. Now in office.

SAYLES, HERBERT L.

Ward VI. 1876 to 1878.

SCRIBNER, MOSES B.

Ward VIII. 1867 to 1870.

SEABURY, FREDERIC N.

City Council, 1858 to 1859.

SEAMANS, JAMES N.

1826 to 1828.

SEARLE, NATHANIEL, JR.

1808 to 1827.

SELLEW, CLINTON D.

*Ex-officio.* 1892 to 1895. (President Common Council).

SESSIONS, DARIUS

1764, 1774.

SHAW, D. J. L.

August, 1834, to November, 1834 (resigned).

SHAW, JAMES, JR.

Ward III. 1873 to 1876.

SHELDON, WILLIAM

1831 to 1832.

SIAS, SOLOMON

1818 to 1820.

SIMMONS, JAMES B.

City Council, 1856 to 1857 (resigned November).

SLICER, ADELINE E. H.

Ward II. 1884 to 1888.

Ward I. 1888 to 1890.

SLOCUM, ABBY J.

Ward IX. 1874 to 1877.



SMITH, AMOS D.

1841 to 1855.

(March, 1841, to June, 1841, to fill vacancy.)

SMITH, CHARLES M.

Ward II. 1874 to 1877.

SMITH, CHARLES SYDNEY

*Ex-officio.* 1891 to 1892. (Mayor.)

SMITH, EDWIN A.

Ward VIII. 1872 to 1876.

SMITH, FRANCIS

1853 to 1854.

SMITH, JAMES H.

Ward VI. 1886 to 1888.

Ward V. 1888 to 1897.

SMITH, JAMES Y.

*Ex-officio.* (Mayor).

1856 to 1857 (President).

City Council. 1857 to 1859.

(July, 1857, to June, 1858, to fill vacancy.)

Ward II. 1859 to 1864.

November, 1865, to April, 1866 (to fill vacancy).

1872 to 1876.

(January, 1872, to April, 1872, to fill vacancy.)

SMITH, JOHN

1783.

SNOW, JOSEPH

1785 to 1797.

SNOW, J. LIPPITT.

Ward VIII. 1866 to 1867 (resigned July).

SNOW, JOSEPH T.

Ward VII. 1866 to 1874.

(November, 1866, to April, 1867, to fill vacancy.)

SNOW, WILLIAM C.

1844 to 1855.

City Council. 1855 to 1859.

Ward VII. 1859 to 1866.

Ward VIII. 1866 to 1872.

Died in office, April.

SOUTHWICK, ISAAC, JR.

Ward II. 1886 to 1889.

SPENCER, JONATHAN L.

Ward VIII. 1876 to 1877 (to fill vacancy).

1885 to 1886.

SPRAGUE, ALBERT G., JR.

Ward VII. November, 1865, to April, 1866 (to fill vacancy).

STACK, DAVID B.

1827 to 1828.

STANFORD, JOHN.

1788 to 1790.

STAPLES, CARLTON A.

ward II. 1873 to 1881.

STAPLES, WILLIAM R.

June, 1824, to 1830 (resigned December).

1834 to 1835.

1838 to 1839.

STARK, CHARLES R.

Ward VIII. 1890 to 1900 (resigned May).

STEVENS, ADEL

November, 1839, to June, 1840 (to fill vacancy).

STIMSON JOHN J.

1838 to 1856.

STONE, CHARLES M.

Ward VII. 1855 to 1856.

STONE, EDWIN M.

1852 to 1855.

City Council, 1855 to 1859.

Ward I. 1859 to 1884.

Died in office, March.

STONE, JAMES L.

Ward VI. 1857 to 1859.

STONE, JAMES L.

Ward VI. 1856 to 1859.

Ward VII. 1859 to 1860.

STONE, WATERMAN

Ward III. 1883 to 1886.

(June, 1883, to April, 1884, to fill vacancy.)

STUDLEY, THOMAS E.

Ward III. 1883 to 1887.

(June, 1883, to April, 1884, to fill vacancy.)

SUMNER, OSSIAN

Ward VI. 1867 to 1876.

SWEET, JOHN H.

Ward I. 1886 to 1888.

ward IV. 1888 to 1889.

SWEET, SMITH S.

Ward I. 1868 to 1886.

TABOR, STEPHEN K.

Ward VII. 1867 to 1868.

TAFT, GEORGE

1819 to 1820.

1821 to 1823.

TAFT, GROVENER

1808 to 1821.

## TAFT, ORSMUS A.

Ward IX. 1886 to 1888.

Ward VI. 1888 to 1889.

1897. Now in office.

## TAYLOR, EDWARD G.

Ward II. 1878 to 1882 (resigned February).

(February, 1878, to April, 1878, to fill vacancy.)

## TAYLOR, GUSTAVUS

1810 to 1817.

## TAYLOR, JAMES M.

Ward I. 1884 to 1887 (resigned January).

(March, 1884, to April, 1884, to fill vacancy.)

## TEW, GEORGE P.

Ward IX. 1872 to 1881.

## THAYER, WILLIAMS

1809 to 1821.

## THOMAS, CHARLES L.

Ward VII. 1863 to 1865 (resigned November).

## THOMPSON, EBENEZER

1774, 1783.

## THOMPSON, JOHN C.

Ward V. 1872 to 1890.

## THREAP, (?) AMOS

1813 to 1814.

## THURBER, DEXTER

1832 (resigned).

## THURBER, EDMUND

Ward I. 1857 to 1868.

(July, 1857, to April, 1858, to fill vacancy.)

## THURBER, ISAAC

1842 to 1849 (resigned).

(February, 1842, to June, 1842, to fill vacancy.)

## THURSTON, EDWARD M.

Ward VII. 1868 to 1871 (resigned December).

## THURSTON, H. EDWARD

Ward IX. 1897 to 1899 (resigned November).

## TIBBITTS, WILLIAM T.

Ward VII. 1877 to 1879 (resigned November).

November, 1877, to April, 1878 (to fill vacancy).

## TILLINGHAST, BENJAMIN V.

Ward VIII. 1870 to 1871.

Died in office, June.

## TILLINGHAST, CHARLES F.

June, 1825, to 1828.

## TILLINGHAST, ELIGH

August, 1753.

TILLINGHAST, GEORGE H.

1840 to 1854.

(November, 1840, to June, 1841, to fill vacancy.)

TILLINGHAST, JAMES

City Council, 1855 to 1858.

TILLINGHAST, JOSEPH L.

1813 to 1830.

TOBEY, JOHN F.

Ward III. 1873 to 1875.

May, 1873, to April, 1874 (to fill vacancy).

TOBEY, SALMON

1823 to 1828.

TOBEY, SAMUEL B.

1832 to 1833 (to fill vacancy).

August, 1833, to 1836.

TONEY, JOSEPH W.

1819 to 1820.

TRUMAN, THOMAS

1785 to 1787.

TUCKER, MARK

1838 to 1840 (resigned (November).

(February, 1838, to June, 1838, to fill vacancy.)

TURNER, EDWARD L. D.

Ward II. 1894 to 1897.

TYLER, NATHAN

1837 to 1838.

Died in office.

TYLER, SOLOMON

Ward VII. 1860 to 1863.

UTLEY, ALBERT G.

Ward VI. 1864 to 1867.

(November, 1864, to April, 1865, to fill vacancy.)

VAN SLYCK, NICHOLAS

Ward V. 1859 to 1863.

*Ex-officio.* 1871 to 1875. (President Common Council).

Ward V. 1875 to 1890 (resigned in March).

President, 1877 to 1890.

(November, 1877, to April, 1878, to fill vacancy.)

VEAZIE, JOSEPH

1837 to 1838 (resigned May).

VESTER, ALFRED

Ward X. October, 1889, to April, 1890 (to fill vacancy).

VIAL, WILLIAM A.

Ward IV. September, 1893, to December, 1893 (to fill vacancy).

VINTON, ALEXANDER H.

1839 to 1842 (resigned February).

(February, 1839, to June, 1839, to fill vacancy.)

VOSE, JAMES G.

Ward IV. 1875 to 1887.

WADSWORTH, JOHN A.

1843 to 1849.

(January, 1843, to June, 1843, to fill vacancy.)

WALCOTT, EDWARD

1849 to 1854.

WALKER, ORRIN T.

Ward III. 1876 to 1877.

WALKER, P. FRANCIS

Ward VIII. 1893. Now in office.

WASHBURN, OLIVER A., JR.

Ward III. 1859 to 1860.

WATERMAN, HENRY

City Council, 1855 to 1856.

Ward III. November, 1865, to April, 1866 (to fill vacancy).  
1866 to 1870 (resigned February).

WATERMAN, STEPHEN

*Ex-officio.* 1857 to 1861. (President Common Council).

WATERMAN, THOMAS F.

1827 to 1832.

WATSON, ARTHUR H.

*Ex-officio.* 1890 to 1892. (President Common Council).

WAYLAND, FRANCIS

1827 to 1832.

WEAVER, LUCIUS

Ward VII. 1859 to 1862.

February, 1865, to April, 1865 (to fill vacancy)

WEBB, DANIEL

1826 to 1827.

WEBB, SAMUEL H.

Ward IX. 1870 to 1879.

1884 to 1887.

WEBB, THOMAS

1805 to 1815.

1827 to 1828.

September, 1829, to June, 1830 (to fill vacancy).

1830 to 1835 (resigned November).

WEBSTER, CLEMENT

Ward VI. 1861 to 1864.

WEBSTER, GEORGE E.

Ward V. 1874 to 1876 (resigned November).

Ward VII. 1877 to 1878.

- WEBSTER, JOSIAH L.  
ward V. 1880 to 1882 (resigned June).
- WELSH, JOHN C.  
City Council, 1850 to 1856.
- WESLEY, ERNEST G.  
Ward IV. 1893 to 1894.
- WEST, BENJAMIN,  
October, 1786, to June, 1787.
- WEST, GEORGE J.  
Ward X. 1889 to 1896.  
Died in office, September.
- WESTCOTT, OREN  
Ward I. 1878 to 1881.
- WHEATON, JAMES  
1838 to 1842.
- WHEELER, BENJAMIN I.  
Ward I. 1881 (resigned November).
- WHEELER, CHARLES H.  
Ward I. 1861 to 1868.
- WHEELER, SAMUEL  
June, 1824, to 1827.
- WHITE, HUNTER C.  
Ward VII. 1884 to 1888.  
Ward IX. 1888. Now in office.
- WHITE, WILLIAM R.  
Ward IV. 1892. Now in office.  
(July, 1892, to December, 1892, to fill vacancy.)
- WHITEHOUSE, JOHN S.  
Ward V. 1882 to 1883 (resigned March).
- WHITING, LYMAN  
Ward VII. 1862 to 1864 (resigned February).
- WHITTEMORE, GILBERT E.  
Ward VIII. 1875 to 1885.  
1888 to 1891.
- WIGHTMAN, A. AUGUSTUS  
Ward IX. 1891 to 1893.  
Died in office, January.
- WIGGIN, CHARLES D.  
Ward V. July, 1881, to April, 1882 (to fill vacancy).
- WILCOX, DUTEE  
Ward IX. 1876 to 1879.
- WILKINSON, WILLIAM  
1805 to 1808.  
1819 to 1823.  
June, 1825, to 1828.

**WILLIAMS, CALEB**

1813 to 1820.

1834 to 1839.

**WILLIAMS, N. BANGS**Ward VI. February, 1878, to April, 1878 (to fill vacancy).  
1878 to 1879.**WILLIAMS, THOMAS**

1810 to 1816.

1822 to 1825.

**WILSON, CHARLES**

Ward IV. 1887 to 1890.

**WILSON, GEORGE F.**

Ward VII. 1854 to 1858.

Ward III. 1858 to 1861.

**WILSON, JAMES**

1794 to 1800.

1810 to 1828.

**WILSON, JAMES**

Ward V. 1864.

**WINSHIP, HENRY B.**

Ward VII. 1876 to 1877 (resigned November).

**WINSOR, EDWIN**

Ward VIII. 1885 to 1888.

**WINSOR, SAMUEL A.**

1853 to 1856.

Ward VII. 1864 to 1865.

**WOLCOTT, SAMUEL**

City Council, 1855 to 1859.

Ward VI. 1859 to 1860.

**WOODBURY, AUGUSTUS**

Ward IV. 1863 to 1864.

1866 to 1869.

**WOODS, ALVA**

1825 to 1827.

**WOODS, J. CARTER BROWN***Ex-officio*. 1881 to 1885. (President Common Council).**YOUNG, ALLEN P.**

Ward I. 1887 to 1888.

Ward II. 1888 to 1889.

(January, 1887, to April, 1887, to fill vacancy.)

**YOUNG, EDWARD R.**

Secretary, 1839 to 1855.

Ward III. 1860 to 1863.

## REPORT OF THE TRUANT OFFICER.

PROVIDENCE, June 29, 1900.

TO THE EXECUTIVE COMMITTEE OF THE SCHOOL COMMITTEE OF THE CITY  
OF PROVIDENCE:

GENTLEMEN: I herewith respectfully present my report as Truant Officer for the year ending June 29, 1900:

No. of cases of absence, with parents' knowledge, acted upon.....	2,439
“ parents notified to send children to school.....	2,439
“ “ prosecuted.....	1
“ “ convicted.....	0
cases against parents pending in court.....	1
“ children warned of the consequences of truancy.....	367
“ cases of truancy acted upon .....	367
“ children prosecuted.....	110
“ “ convicted.....	103
“ cases against children pending in court awaiting trial.....	7
“ “ of children convicted and placed on probation.....	77
“ “ “ “ not placed on probation.....	26
“ “ “ “ reformed and cases discontinued..	16
“ “ “ “ and on probation at end of year..	49
“ children committed to Sockanosset and Oaklawn Schools.....	39
“ “ found employed without certificates.....	31
“ notices served on employers for illegal employments.....	31
“ “ “ “ parents “ “ “ .....	31
“ “ “ “ children to leave work and enter school.....	1,479
“ “ “ to call at the office of the Superintendent of Schools in cases of discipline.....	172
Number of Labor Certificates outstanding July 1, 1899.....	1,311
“ “ “ issued during year ending June 29, 1900.	2,376
Total.....	3,687
Number of Labor Certificates expired during year.....	2,226
“ “ “ outstanding June 29, 1900.....	1,461



Of the 2,376 labor certificates issued during the year 1,545 were to boys, 831 were to girls. Of the boys 415 were twelve years old, 519 thirteen, and 611 fourteen. Of the girls 229 were twelve years old, 273 thirteen, and 329 fourteen; making the total for each age of all children to whom labor certificates were issued 644 twelve years old, 792 thirteen, and 940 fourteen.

The number of labor certificates issued to residents of the several wards is as follows: First, 99; Second, 99; Third, 376; Fourth, 68; Fifth, 109; Sixth, 123; Seventh, 116; Eighth, 371; Ninth, 399; Tenth, 616.

The places of birth of holders of labor certificates issued were as follows:

In Providence.....	1,062
In Rhode Island, outside of Providence.....	184
In the United States, outside of Rhode Island.....	357
In Canada.....	172
In Italy.....	272
In Ireland.....	35
In other parts of the world.....	294

Of the children prosecuted:

18 were from the.....	First	Ward.
18 " " .....	Eighth	"
16 " " .....	Tenth	"
14 " " .....	Ninth	"
13 " " .....	Third	"
9 " " .....	Fifth	"
6 " " .....	Second	"
6 " " .....	Sixth	"
5 " " .....	Fourth	"
5 " " .....	Seventh	"

During the entire year all court proceedings have been in presence of and in consultation with the State Probation Officers, appointed under the second probation act. I have worked in thorough harmony with the spirit of the probation law, and no commitments have been made without the sanction of the probation officers.

The number of commitments during the year is 39; the number the preceding year was 44. As in eight cases commitments to the Sockanosset School under my complaints were avoided by (a) commitments for graver offences than truancy of boys under conviction for truancy and under probation, (b) arranged detention of truants convicted and persistent, at parents' request in institutions at Barrington, R. I., and in Massachusetts, or (c) by

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permitted removal from the State of convicted and persistent truants, thus avoiding the expense of their maintenance here, the record of commitments of truants appears to be about the same under the probation law as heretofore. This would naturally occur from the course, required by ordinance, and always followed by me of repeated warnings and efforts to effect reforms before proceeding to extreme measures. I believe that no truant has been committed until the joint efforts of the teacher, Truant Officer and Probation Officer, and in some cases of parents, have been thoroughly exerted to effect a reform. Of course in ordinary criminal cases the offences are not "habitual" nor such that repeated warnings of the consequences of repetition are available, and in such cases probation has an entirely unoccupied field, and is doing a great reformatory work.

By the provisions of the probation law prohibiting certain court costs in juvenile cases, our last yearly bill of court costs in cases brought by me was reduced to \$77.10, from \$317.71 for the preceding year.

Respectfully submitted,

GILBERT E. WHITEMORE,

*Truant Officer.*

## TRAINING SCHOOLS.

### Graduates of Training Schools, January 26, 1900.

#### GRAMMAR SCHOOLS.

	First School.	Second School.	Appointment.
Margaret C. Kelley.....	Point St.	Academy Ave.	Doyle Ave.
Harriet Parker.....	Covell St.	Peace St.	Vineyard St.
Clara I. Peirce.....	Peace St.	Point St.	Oxford St.
Jane A. Smith.....	Plain St.	Point St.	Vineyard St.

#### PRIMARY SCHOOLS.

Helen J. Cole.....	Jackson Ave. and East St.	Beacon Ave.	Vineyard St.
Francesca De S. Cosgrove.	Willard Ave.	Montague St.	Veazie St.
Jane S. Dix .....	Charles St.	Willard Ave.	Sewing.
Eva I. Fanning.....	Benefit St.	Africa St.	Sisson St.
Mattie D. Hall.....	Beacon Ave.	Elmwood Ave.	River Ave.
Mary E. Houghton.....	Africa St. and Willard Ave.	Charles St.	Candace St.
Emily H. Lyman.....	California Ave. and Benefit St.	Montague St.	Africa St.
Bessie C. Lyon .....	Elm St.	Benefit St.	Spec'l Schools.
Elizabeth F. Mackenzie...	Elm St.	Willard Ave.	
Carrie L. McLaughlin.....	Willard Ave.	California Ave.	Greeley St.
Annie J. O'Toole.....	River Ave.	Africa St. and Charles St.	Spec'l Schools.
Susan A. Padien .....	Academy Ave.	Willow St.	Federal St. Gr.

**Graduates of Training Schools, June 29, 1900.****GRAMMAR GRADE.**

	First School.	Second School.	Appointment.
Jennie E. Graves.....	Academy Ave.	Peace St.	Point St.
Marie C. Hollen.....	Peace St.	Point St.	Point St.
May A. Taylor.....	Beacon Ave.	Academy Ave.	Academy Ave.

**PRIMARY GRADE.**

Julia A. Dwyer.....	Charles St. and Jackson Ave.	Elmwood Ave. and Africa St.	
Ethel L. Hitchcock.....	Beacon Ave.	Africa St.	
Elizabeth R. Stafford.....	Montague St.	Jackson Ave. & Willard Ave.	
Jennie B. Mykins.....	Benefit St.	Beacon Ave.	

**School Census, Attendance in Public, Catholic and  
Select Schools, and Number Not Attending  
Any School.**

YEAR.	School Census.	Attendance in Public Schools.	Attendance in Catholic Schools.	Attendance in Select Schools.	Number of Children of School Age, not en- rolled in any School.
1835.....	5,195	1,456	.....	2,135	1,604
1855.....	9,217	5,760	606	680	2,984
1879.....	17,684	11,240	2,676	809	2,959
1880.....	19,108	11,429	2,759	979	3,941
1881.....	19,819	12,102	2,742	857	4,118
1882.....	21,300	12,687	2,832	861	4,920
1883.....	22,092	13,140	3,197	950	4,775
1884.....	21,676	13,332	3,147	899	4,298
1885.....	22,515	14,136	3,250	929	4,203
1886.....	22,813	14,687	3,267	734	4,125
1887.....	23,391	15,506	3,248	765	3,872
1888.....	23,054	14,634	3,299	688	4,433
1889.....	22,947	14,850	3,403	711	3,983
1890.....	23,114	14,843	3,227	717	4,327
1891.....	22,862	15,544	2,962	673	3,683
1892.....	24,001	15,916	3,327	657	4,101
1893.....	25,823	17,074	3,700	762	4,287
1894.....	26,309	17,879	3,675	765	3,990
1895.....	25,683	18,304	3,450	581	3,348
1896.....	26,105	18,998	3,549	563	2,995
1897.....	26,006	19,023	3,448	677	2,858
1898.....	28,768	21,525	3,818	587	2,838
1899.....	30,487	22,619	3,955	571	3,342
1900.....	31,440	23,568	4,256	562	3,054

## The School Census by Wards, January, 1900.

WARD.	Sex.	Public Schools.	Catholic Schools.	Select Schools.	Attending No School.	Boys.	Girls.	Totals.
I.	Boys ...	734	342	65	152	1,293		
	Girls ..	716	390	81	151		1,338	
	Total...	1,450	732	146	303			2,631
II.	Boys ...	1,114	76	59	64	1,313		
	Girls ..	1,136	74	100	75		1,385	
	Total...	2,250	150	159	139			2,698
III.	Boys ...	1,410	473	3	275	2,161		
	Girls ..	1,340	536	1	257		2,134	
	Total...	2,750	1,009	4	532			4,295
IV.	Boys ...	390	33	11	31	465		
	Girls ..	313	36	21	45		415	
	Total...	703	69	32	76			880
V.	Boys ...	632	289	31	185	1,137		
	Girls ..	663	347	23	135		1,168	
	Total...	1,295	636	54	320			2,305
VI.	Boys ...	1,455	143	12	113	1,723		
	Girls ..	1,446	117	16	127		1,706	
	Total...	2,901	260	28	240			3,429
VII.	Boys ...	1,222	37	22	90	1,371		
	Girls ..	1,212	39	20	83		1,354	
	Total...	2,434	76	42	173			2,725
VIII.	Boys ...	1,800	119	19	243	2,181		
	Girls ..	1,707	248	30	240		2,225	
	Total...	3,507	367	49	483			4,406
IX.	Boys ...	1,297	13	18	92	1,420		
	Girls ..	1,171	58	11	96		1,336	
	Total...	2,468	71	29	188			2,756
X.	Boys ...	1,926	407	17	269	2,619		
	Girls ..	1,884	479	2	331		2,696	
	Total...	3,810	886	19	600			5,315
City Total.....	Boys ...	11,980	1,932	257	1,514	15,683		
	Girls ..	11,588	2,324	305	1,540		15,757	
	Total...	23,568	4,256	562	3,054			31,440
City Total, Jan., 1899.		22,619	3,955	571	3,342			30,487

**A Table Showing the Enrolment by Departments for the  
First Quarter of Several years, Indicating the  
Growth of the Several Departments.**

Year.	Primary.	Intermediate.	Grammar..	High.	Total.
1868.....	3,845	2,064	2,044	350	8,324
1869.....	3,746	2,060	2,227	300	8,333
1870.....	3,998	2,039	2,463	252	8,856
1871.....	3,416	2,447	2,694	289	8,646
1872.....	4,110	1,929	2,698	341	9,072
1873.....	3,962	2,123	2,687	393	9,165
1874.....	4,894	2,680	2,978	376	10,928
1875.....	5,154	2,686	3,196	394	11,430
1876.....	5,054	2,659	3,569	451	12,129
1877.....	5,432	3,185	3,689	500	12,800
1878.....	5,807	3,232	3,761	528	12,828
1879.....	5,462	3,175	3,697	515	12,848
1880.....	5,246	2,961	3,552	417	12,176
1881.....	5,670	3,138	3,666	450	12,874
1882.....	6,384	3,358	3,884	545	14,171
1883.....	6,807	3,539	4,267	608	15,221
1884.....	6,981	3,327	4,472	704	15,484
1885.....	6,970	3,577	4,542	746	15,835
1886.....	7,428	3,574	4,703	724	16,429
1887.....	7,130	3,191	4,775	715	15,811
1888.....	7,315	3,322	4,733	756	16,126
1889.....	7,464	3,329	4,689	848	16,330

	Special.	Kinder- garten.	Primary.	Grammar.	High.	Total.
1890-1.....			10,888	5,040	841	16,769
1891-2.....			11,398	4,536	905	16,839
1892-3.....		218	11,835	4,548	847	17,448
1893-4.....		313	12,385	4,870	1,083	18,651
1894-5.....		524	13,144	5,118	1,330	20,116
1895-6.....		579	13,114	5,032	1,427	20,152
1896-7.....		761	14,325	5,120	1,533	21,739
1897-8.....		803	14,795	5,290	1,674	22,562
1898-9.....		979	15,987	5,625	2,106	24,697
1899-1900....	303	1,041	16,332	5,485	1,792	24,953

## SALARIES.

Superintendent.....	\$4,000 00
Principals of high schools.....	2,500 00
First assistants in high schools.....	\$1,800 00 to 2,000 00
Second " " " .....	1,300 00 to 1,500 00
Third " " " .....	1,000 00 to 1,200 00
Fourth " " " .....	800 00 to 900 00
Teachers-in-training in the high schools.....	400 00
Principals in fourteen grammar schools.....	2,000 00
Principal in one grammar school.....	1,500 00
Assistants in grammar and primary schools:	
For their first year of service.....	400 00
For their second year.....	450 00
For their third year.....	500 00
For their fourth year.....	550 00
For their fifth and subsequent years the maximum allowed for the position to which they are appointed:	
Grades one to five.....	600 00
" six and seven .....	625 00
Grade eight .....	675 00
" nine.....	750 00
Principals of primary schools of six or more rooms.....	675 00
Other principals of primary schools.....	650 00
Critic teachers, grammar grade.....	1,000 00
" " primary grade, (in addition to other salary).....	75 00
Pupil teachers.....	250 00
Kindergarten teachers, two sessions, same as primary teachers.	
" " one session.....	\$300 00 to 400 00
Supervisor of grammar schools.....	2,000 00
Supervisors of primary schools, three.....	1,200 00
Supervisor of schools for special discipline and instruction.....	1,200 00
Principals " " " " " " .....	750 00
Assistants in " " " " " " .....	\$500 00 to 675 00
Director of music.....	2,000 00
Four assistants, music, each.....	700 00
Director of drawing.....	1,800 00
Three assistant teachers of drawing, each.....	1,000 00
Director of physical training.....	1,200 00
Director of sewing.....	1,000 00



**RECEIPTS FOR FISCAL YEAR ENDING SEPTEMBER 30, 1900.**

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Amount appropriated for public schools from tax levy..... \$600,000 00

Amounts from other sources:

State of Rhode Island.....	\$29,986 65	
Tuition.....	6,720 36	
Poll Taxes.....	16,390 34	
Dog Licenses.....	10,818 25	
Sale of books, and fines.....	313 86	
Repairing school furniture.....	11 77	
Bill of David O'Connor.....	6 00	
		<hr/>
		64,247 23
Total receipts.....		<hr/>
		\$664,247 23

## EXPENDITURES FOR FISCAL YEAR ENDING SEPT. 30, 1900.

## Salaries:

High Schools.....	\$102,261 32
Grammar Schools.....	129,608 16
Primary and Kindergarten Schools.....	192,408 39
Schools for Special Discipline and Instruction...	\$10,670 19
Supervisor.....	1,200 00
	<hr/>
	11,870 19
Schools for Special Instruction.....	1,498 00

## Special Teachers:

Drawing.....	\$3,530 00
Music.....	4,100 00
Physical Training.....	1,200 00
Sewing.....	1,445 00
	<hr/>
	10,275 00
Supervising Teachers of Grammar and Primary Schools....	4,002 50
Permanent Substitutes for clerical work.....	1,858 00
Superintendent of Schools.....	\$4,000 00
Office and supply department.....	5,484 00
	<hr/>
	9,484 00

## Janitors:

Day Schools.....	\$46,527 04
Evening Schools.....	2,313 50
Removing snow and ice.....	956 69
	<hr/>
	49,802 23
Janitors' supplies.....	1,708 07
Horse and carriage, Superintendent of Janitors.....	616 93
Salary of Purchasing Agent for the Committee on School Houses.....	600 00
Furniture and repairs.....	5,755 81
Carting furniture.....	502 20
Piano for English High School.....	700 00
Rent of pianos.....	416 88
Tuning and repairing pianos.....	168 15
Care of clocks.....	345 75
	<hr/>
Amount carried forward.....	\$523,881 58

Amount brought forward.....		\$523,881 58
Truant Officer's salary.....	\$1,500 00	
Clerk.....	480 00	
Expenses.....	364 38	
Commitment fees.....	41 30	
Costs in truancy cases in Sixth District Court..	77 10	
		2,462 78
Text books.....		20,201 59
Supplementary reading.....		4,259 75
Reference and library books.....		819 05
Stationery.....		6,955 38
Supplies.....		11,941 03
Apparatus.....		6,542 07
Freight and express.....		320 73
Carting supplies.....		935 90
Printing and advertising.....		2,122 08
Instructor of Typewriting in English High School.....		362 00
Care of text books.....		390 00
Teacher of Physical Culture.....		17 00
Playing piano for gymnastics at English High School.....		108 00
Removing ashes from America and Ashmont streets.....		8 00
Extra services in schools.....		140 35
Coal.....		35,080 23
Wood.....		932 93
Light.....		2,660 50
Water.....		3,062 44
Rents.....		1,329 50
Tuition:		
B. I. State Normal School.....	\$5,479 91	
Less services of E. P. Russell. \$100 00		
Less books, supplies and ap-		
paratus furnished.....	421 19    521 19	
		4,958 72
B. I. School of Design.....	495 00	
Town of Cranston.....	176 25	
		5,629 97
Postage.....		903 15
Horse and carriage, Superintendent of Schools.....		300 00
Rent of telephone extension.....		9 85
Engrossing diplomas.....		267 65
Amount carried forward.....		\$631,643 51

Amount brought forward.....	\$631,643 51
Traveling expenses of purchasing agent, supervisors and teachers.....	58 96
Binding.....	127 19
School census.....	47 57
Carriage hire.....	31 15
Transportation of teachers.....	1,200 00
Laundry.....	57 26
Pay of page.....	14 00
Arbor Day.....	122 01
Insurance.....	77 00
Paris Exposition.....	12 50
Evening Schools:	
Salaries.....	\$24,666 00
Other expenses.....	7,563 00
	<hr/> 32,229 00
Miscellaneous small bills.....	8 12
	<hr/> \$665,628 27
Expenditures for year ending September 30, 1900.....	\$665,628 27
Teachers' pay roll for September, 1899, paid from appropriation for year ending September 30, 1900.....	44,707 27
	<hr/> \$710,335 54
Teachers' pay roll for September, 1900, paid from appropriation for year ending September 30, 1901.....	46,088 31
	<hr/> Total receipts for fiscal year ending September 30, 1900... \$664,247 23
Amounts expended by the several committees:	
Executive Committee.....	\$129,792 42
Committee on School Houses.....	60,622 73
" Evening Schools.....	32,229 00
" High Schools.....	102,465 99
" Grammar and Primary Schools.....	327,407 84
" Domestic Science.....	1,450 00
" Drawing.....	3,470 00
" Music.....	4,100 00
" Hygiene.....	1,200 00
" Education of Blind, Deaf and Feeble-minded Children.....	1,509 25
	<hr/> \$664,247 23

## EXPENDITURES FOR SCHOOL YEAR ENDING SEPT. 1, 1900.

*English High School :*

Teachers' salaries.....	\$30,184 20	
Text books.....	458 03	
Reference and library books.....	102 05	
Stationery and school supplies.....	1,117 30	
Apparatus and special supplies.....	229 91	
Janitors' salaries, including removal of snow and ice.....	1,530 84	
Janitors' supplies.....	45 36	
Coal.....	1,092 82	
Wood.....	8 63	
Light.....	476 99	
Water.....	12 37	
Furniture and repairs.....	415 57	
Instructor in typewriting.....	362 00	
Care of text books.....	390 00	
Piano playing for gymnastics....	108 00	
Laundry.....	3 34	
		\$36,537 41

*Classical High School :*

Teachers' salaries.....	\$19,112 13	
Text books.....	612 32	
Reference and library books.....	140 47	
Stationery and school supplies.....	321 40	
Apparatus and special supplies.....	268 60	
Janitors' salaries, including removal of snow and ice.....	2,342 75	
Janitors' supplies.....	74 99	
Coal.....	1,727 14	
Wood.....	8 62	
Light.....	228 59	
Water.....	65 09	
Furniture and repairs.....	86 13	
Laundry.....	10 88	
		24,999 11
Amount carried forward.....		\$61,536 52

Amount brought forward .....		\$61,536 52
<i>Manual Training High School:</i>		
Teachers' salaries.....	\$27,659 99	
Text books .....	732 99	
Reference and library books.....	156 95	
Stationery and school supplies.....	579 35	
Apparatus and special supplies:		
Chemistry and physics.....	\$218 53	
Domestic science.....	499 81	
Domestic art.....	104 34	
Drawing and art.....	472 84	
Electricity.....	404 28	
Photography .....	75 68	
Woodwork.....	443 09	
Ironwork.....	304 94	
Machinery and repairs.....	70 77	
Engine room .....	46 20	
		2,640 48
Janitors' salaries, including removal of snow and ice.....		1,813 25
Janitors' supplies.....		53 61
Coal.....		1,537 78
Light.....		317 73
Water.....		10 00
Furniture and repairs.....		240 96
Laundry.....		40 13
		35,783 22
<i>Hope Street High School:</i>		
Teachers' salaries.....	\$24,552 67	
Text books.....	762 27	
Reference and library books.....	90 21	
Stationery and school supplies.....	1,009 65	
Apparatus and special supplies.....	331 27	
Janitors' salaries, including removal of snow and ice.....		2,348 80
Janitors' supplies.....		86 99
Coal .....		1,967 27
Wood .....		11 49
Light .....		209 72
Water.....		215 91
Furniture and repairs.....		133 66
		31,719 91
Amount carried forward.....		\$129,039 65

Amount brought forward .....		\$129,039 65
<i>Grammar Schools :</i>		
Teachers' salaries.....	\$129,853 49	
Text books.....	7,261 79	
Stationery and supplies.....	6,042 70	
Janitors' salaries, including removal of snow and ice.....	10,512 22	
Janitors' supplies.....	638 60	
Coal.....	10,198 31	
Wood.....	245 79	
Light.....	816 24	
Water.....	629 57	
Furniture and repairs.....	2,026 42	
Laundry (Broad Street).....	1 50	
		168,226 63
<i>Primary and Kindergarten Schools :</i>		
Teachers' salaries.....	\$191,887 85	
Text books.....	10,705 45	
Stationery and supplies.....	6,688 93	
Janitors' salaries, including removal of snow and ice.....	26,228 86	
Janitors' supplies.....	697 61	
Coal.....	17,922 18	
Wood.....	618 87	
Light.....	465 63	
Water.....	2,008 64	
Furniture and repairs.....	2,673 14	
		259,897 16
<i>Schools for Special Discipline and Instruction :</i>		
Teachers' salaries.....	\$10,554 44	
Text books.....	380 85	
Stationery and supplies.....	170 86	
Janitors' salaries, including removal of snow and ice.....	1,013 29	
Janitors' supplies.....	53 88	
Coal.....	473 10	
Wood.....	36 65	
Light.....	19 27	
Water.....	108 86	
Furniture and repairs.....	212 05	
		13,123 25
Amount carried forward.. ..		\$570,286 69

Amount brought forward ..... \$570,286 69

*Schools for Special Instruction :*

Teachers' salaries.....	\$1,509 25	
Text books.....	18 95	
Stationery and supplies.....	14 24	
Janitors' salaries, including removal of snow and ice.....	276 73	
Janitors' supplies.....	5 14	
Coal.....	146 75	
Wood.....	2 88	
Light.....	22 55	
Furniture and repairs.....	73 00	
	<hr/>	2,069 49

*Salaries of Supervisors and Special Teachers :*

Grammar and Primary.....	\$3,900 00	
Disciplinary Schools.....	1,200 00	
Special Teachers:		
Drawing.....	\$3,470 00	
Music.....	4,100 00	
Physical Training.....	1,200 00	
Sewing.....	1,450 00	
	<hr/>	10,220 00
		15,320 00

*Supplies delivered Supervisors and Special Teachers for distribution :*

Grammar and Primary.....	\$63 07	
Special Teachers:		
Drawing.....	\$44 37	
Music.....	3 45	
Sewing.....	318 47	
	<hr/>	366 29
		429 36

*Evening Schools :*

Teachers' salaries:		
Supervisors.....	\$200 00	
High School.....	4,885 00	
Advanced and Elementary.....	19,581 00	
	<hr/>	\$24,666 00
Amounts carried forward.....	\$24,666 00	\$588,105 54



Amounts brought forward .....	\$24,666 00	\$588,105 54
Books:		
High School.....	\$55 62	
Advanced and Elementary.....	127 34	
	<hr/>	182 96
Stationery and supplies:		
High School.....	\$257 07	
Advanced and Elementary.....	258 97	
	<hr/>	516 04
Fuel.....		2,884 40
Light.....		1,321 63
Water.....		183 95
Postage.....		76 77
Printing.....		314 74
Advertising.....		115 36
Rent of buildings.....		1,310 00
Rent of pianos.....		133 28
Furniture and fittings.....		31 20
Labor repairing furniture.....	\$68 69	
Repair material.....	127 83	
	<hr/>	196 52
Clerical services and labor.....		159 00
Carriage hire.....		79 81
Laundry.....		11 28
Examinations.....		35 00
Janitors' supplies.....		4 96
	<hr/>	32,222 90
Pay of Evening School Janitors.....		2,318 50
Salaries:		
Superintendent of Schools.....	\$4,000 00	
Office and supply department.....	5,432 00	
Purchasing agent for the Committee on School-		
houses.....	600 00	
Superintendent of Janitors.....	655 56	
Truant Officer.....	1,500 00	
Truant Officer's clerk.....	480 00	
Pay of Permanent Substitutes for clerical work	1,766 50	
Pay of Spare Janitor.....	685 00	
	<hr/>	
Amounts carried forward.....	\$15,119 06	\$622,646 94

Amounts brought forward.....	\$15,119 06	\$622,646 94
Horse and carriage, Superintendent of Janitors...	403 93	
Horse and carriage, Superintendent of Schools....	300 00	
Traveling expenses of Purchasing Agent.....	11 10	
Traveling expenses of supervisors and special teachers.....	47 86	
Transportation of supervisors and teachers.....	1,000 00	
Postage.....	903 15	
Supplies for examinations.....	4 84	
Supplies for office.....	358 32	
Census:		
Stationery, etc.....	\$5 06	
Printing.....	36 02	
Delivering blanks.....	5 55	
Postage.....	6 00	
	52 63	
Binding.....	127 19	
Supply Room:		
Supplies.....	\$89 08	
Light.....	3 57	
Furniture and repairs.....	2 95	
	95 60	
Repair Shop:		
Stationery and janitor's supplies.....	\$3 54	
Coal.....	14 88	
Water.....	12 00	
Janitor's services.....	48 00	
	78 42	
Extra services in schools.....	161 35	
Printing and advertising.....	2,120 88	
Tenant Officer's expenses.....	390 94	
Commitment fees.....	41 30	
Costs in truancy cases in Sixth District Court....	77 10	
Rents.....	1,329 50	
Rent of telephones:		
Office.....	\$147 85	
Classical High School.....	120 00	
Hope Street High School.....	66 00	
Superintendent of Janitor's residence.....	120 00	
	453 85	
Amounts carried forward.....	\$23,077 02	\$622,646 94

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Amounts brought forward.....	\$23,077 02	\$622,646 94
Carriage hire.....	32 15	
Freight and expressage.....	243 10	
Carting supplies.....	801 30	
Carting and moving furniture.....	520 02	
Engrossing diplomas.....	267 65	
Tuition:		
R. I. School of Design.....	\$495 00	
Town of Cranston.....	176 25	
R. I. State Normal School....	\$4,090 32	
Less services of E. P. Russell.	40 00	
	<u>4,050 32</u>	
		4,721 57
Labor repairing old furniture.....	286 20	
Pay of Page.....	12 00	
Paris Exposition.....	12 50	
Insurance.....	77 00	
Arbor Day.....	167 32	
Miscellaneous small bills.....	30 72	
	<u>          </u>	\$30,248 55
		<u>\$652,895 49</u>

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Books, supplies, and janitors' supplies on hand in stock room      \$9,518 19

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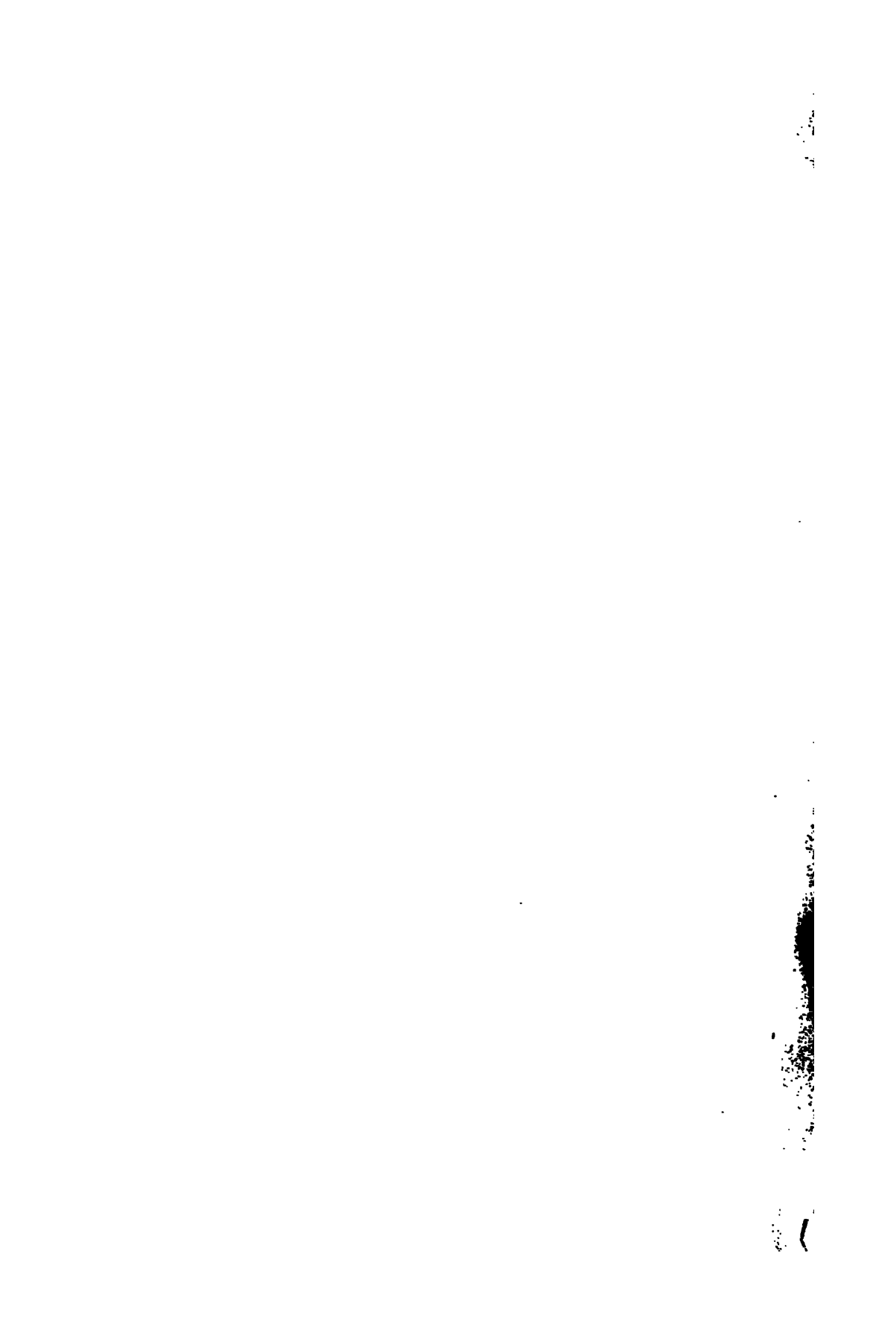
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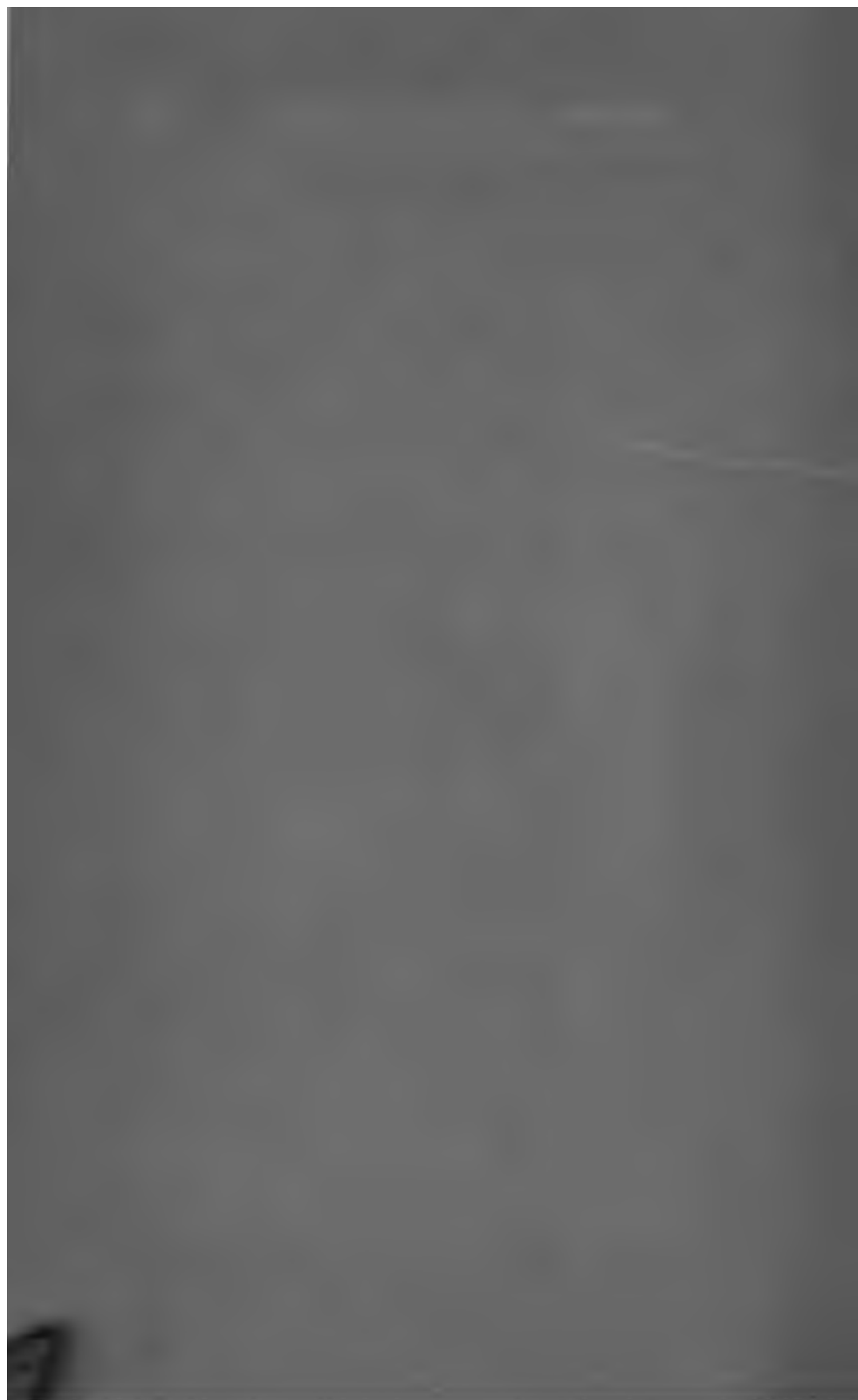
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(1843-1853), 162.  
(1848), 65.  
(1899-1900), 115-116, 123, 126-128.  
committee on, (1880), 273.  
See also Standing committees.









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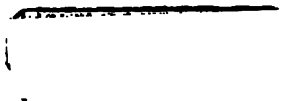
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